REPORT RESUMES

ED 020 704 FL 000 859

A SUPPLEMENT FOR GERMAN, NORWEGIAN, POLISH, RUSSIAN, AND SWEDISH TO THE 1962 SELECTIVE LIST OF MATERIALS FOR USE BY TEACHERS OF MODERN FOREIGN LANGUAGES IN ELEMENTARY AND SECONDARY SCHOOLS.

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MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.

PUB DATE 65

EDRS PRICE MF-$0.50 HC-$3.24 79P.

DESCRIPTORS- *ANNOTATED BIBLIOGRAPHIES, *SECONDARY SCHOOL TEACHERS, *LANGUAGE TEACHERS, *MODERN LANGUAGES, *INSTRUCTIONAL MATERIALS, GERMAN, NORWEGIAN, POLISH, RUSSIAN, INFORMATION SOURCES, LANGUAGE LEARNING LEVELS, EVALUATION CRITERIA, FLES TEACHERS, LANGUAGE INSTRUCTION,

INCLUDED IN THIS ANNOTATED SUPPLEMENT FOR GERMAN, NORWEGIAN, POLISH, RUSSIAN, AND SWEDISH MATERIALS ARE (1) MATERIALS PUBLISHED SINCE THE PRINTING OF THE ORIGINAL LIST, (2) REVISIONS IN SOME OF THE ORIGINAL EVALUATIONS, AND (3) ITEMS INADVERTENTLY OMITTED FROM THE ORIGINAL LIST. PRICES, GRADE LEVEL, PROFICIENCY LEVEL, AND BRIEF CRITICAL EVALUATION ARE GIVEN FOR EACH ITEM IN THE SUPPLEMENT. THE APPENDIXES INCLUDE THE CRITERIA FOR EVALUATING MATERIALS AND A LIST OF PRODUCERS AND DISTRIBUTORS. (AF)

FL 000 859
ED020704

1964 supplement

for german, norwegian, polish, russian & swedish

to the MLA SELECTIVE LIST OF MATERIALS

for use by teachers of modern foreign languages in elementary and secondary schools

MLA materials center

a publication of
modern language association
4 washington place, new york, n. y. 10003

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A SUPPLEMENT FOR

GERMAN, NORWEGIAN, POLISH, RUSSIAN, and SWEDISH

to the 1962 Selective List of Materials for
use by teachers of modern foreign languages
in elementary and secondary schools

prepared under the
direction of

John T. Harmon

by the staff
of the

MATERIALS CENTER
Modern Language Association
4 Washington Place
New York, N. Y. 10003

1965

FL 000 859

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INTRODUCTION

This is the third of a series of supplements to the MLA Selective List of Materials, published in 1962 under contract with the U. S. Office of Education through the National Defense Education Act. The production of these supplements has been supported by a grant from the Carnegie Corporation of New York, since they had no government support. As their name indicates, they are intended to supplement and not to replace the Selective List of Materials. The supplements include 1) materials published since the original List went to the printer in 1961, 2) revisions in a few of the evaluations, and 3) items omitted from the original list through inadvertence.

Each item has been evaluated according to criteria set up by committees which were appointed by their respective teachers associations and the Modern Language Association. For each type of item there are several categories of criteria and the item has been judged excellent, acceptable, or unacceptable in each of these categories. If an item is judged unacceptable as a whole, it does not appear in this supplement.

The amount of current activity in the production of foreign language teaching materials may be gauged by the fact that the present supplement, which is largely made up of items produced since 1961, contains almost half as many items as were on the original 1962 List.

In the left margin Arabic numerals indicate the grade or class level (7-9 for junior high school). When an item is considered useful at more than one grade level, each applicable level is indicated. Roman numerals indicate language proficiency levels (I for beginners). "T" indicates materials for the teacher.

The name or initials in capital letters in each entry is the code name for the producer, whose full name and address are listed in Appendix 2 on pp. 62-64. List prices are given.

The names and addresses of foreign producers are also included in this list on pp. 62-64. Materials produced in foreign countries may be ordered directly from the producer or from an American distributor of foreign materials. Dollar prices given for such items are approximate, and they are based on quotations from various American distributors of foreign materials. Persons wishing to order from an American distributor should get exact quotations from a particular distributor before ordering. A list of American distributors is given on pp. 65-69.

In the notation "1EEA, 2A, 3AAU," etc., the numbers refer to the criteria for the category of this material. The letters are the ratings given by the evaluators: E - excellent, A - acceptable, U - unacceptable. If all evaluators agree on a rating, this letter appears only once. The criteria appear in Appendix 1 on pp. 51-61.

We are indebted to many persons for whatever virtues the present supplement shows, to the forty-six evaluators on the committees, whose names appear on pp. vii - ix, to Mrs. Ariadne Renko, New York University, and to Mr. James F. O'Brien, Columbia University, who were extremely helpful in the evaluation of various materials: to members of the MLA staff

(Patricia A. Manes, Eileen Marron, Mary A. Stern) and to the Director of the Materials Center, John T. Harmon.

We wish also to express our gratitude for their splendid cooperation to the many publishers and producers of the materials evaluated here. Their generosity in donating materials has not only made possible the evaluations but has also contributed greatly to the display of teaching materials maintained in the Materials Center of the Modern Language Association.

Despite our efforts, we are sure that the supplement has errors of commission and omission. Some excellent materials appeared too late to be included; others were omitted because they are not generally available; others were not submitted for evaluation. We will be grateful for criticisms of the supplement as a whole and we will be grateful to know authors, titles, and publishers of items that you believe should be submitted for evaluation in any future edition.

All inquiries concerning the evaluations published here should be addressed to the Materials Center and not to the evaluation committee members, since all files are maintained at the Materials Center.

Some committee members are authors of materials evaluated in this supplement. An item authored by an evaluator was always referred to a different committee even though it would normally have been sent to the committee of which the author was a member.

MATERIALS FOR MODERN HEBREW. Since teaching materials for Modern Hebrew were included in the Selective List, it was originally planned to include them in this supplement as well. Only one new text, however, was sent by publishers. Therefore, in consultation with Professor Abraham I. Katsh, Chairman of the Modern Hebrew Committee, it was decided, in view of the paucity of the materials submitted, to refer teachers to bibliographies available elsewhere:

1) Hebrew Abstracts, published periodically; available from:
National Association of Professors of Hebrew
Room 41, 80 Washington Square East
New York City, N.Y.

2) A Bibliography on Teaching of Hebrew to Adults, available from:
Department of Culture and Education of the Jewish Agency
515 Park Avenue
New York City, N.Y.

The abbreviation SLOM for Selective List of Materials, 1962, is used throughout the supplement.

Donald D. Walsh, Director
Foreign Language Program

EVALUATORS

GERMAN

Professor Karl-Heinz Planitz (General Chairman)
Chairman, Department of German and Russian
Wabash College
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Basic Texts, Conversation Books, Integrated Programs:

Mr. Jermaine Arendt (Chairman)
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Minneapolis Public Schools
Minneapolis, Minnesota

Mr. Percy Fearing
Consultant, Modern Foreign Languages
State Department of Education
St. Paul, Minnesota

Mr. Wolfgang Kraft
White Bear Lake Senior High School
White Bear Lake, Minnesota

Bibliographies, Reference Grammars, Methodology, Linguistics, Dictionaries:

Professor Gustave Mathieu (Chairman)
Department of German
California State College
Fullerton, California

Professor Paul Schach
Chairman, Department of German
University of Nebraska
Lincoln, Nebraska

Professor Ernest M. Wolf
Department of Foreign Languages
San Diego State College
San Diego, California

Discs, Tapes, Slides, Films, Filmstrips:

Professor Earle S. Randall (Chairman)
Department of Modern Languages
Purdue University
Lafayette, Indiana

Mr. Francis J. Dannerbeck
Department of Modern Languages
Purdue University
Lafayette, Indiana

Mr. Donald Erlichmann
Henry High School
Minneapolis Public Schools
Minneapolis, Minnesota

Mr. Robert D. Hummel
Purdue University
Barker Memorial Center
Michigan City, Indiana

Readers, Literary Texts, Books on Culture and Civilization:

Professor Max S. Kirch (Chairman)
Department of Modern Languages and Literatures
University of Delaware
Newark, Delaware

Mr. Paul C. Capodanno
Brandywine High School
Wilmington, Delaware

Miss Trudy Gilgenast
Department of Languages and Literatures
University of Delaware
Newark, Delaware

Songs, Maps, Wall Charts, Pictures, Periodicals:

Miss Gertrude A. Philipp (Chairman)
Floral Park Memorial High School
Floral Park, New York

Miss Elsie M. Hetzer, Chairman
FL Department
H. Frank Carey High School
Franklin Square, Long Island, New York

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Franklin Square, Long Island, New York

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RUSSIAN

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Chicago, Illinois

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Chicago, Illinois

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Prof. Spencer Roberts
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Brooklyn College of City Univ. of New York
Brooklyn, New York

Readers, Literary Texts, Books of Culture and Civilization:

Mr. George Deptula (Chairman)
The Browne and Nichols School
Cambridge, Massachusetts

Prof. Lawrence Jones
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Boston, Massachusetts

Mr. Robert E. Lane
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SWEDISH

All Categories

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University of Minnesota
Minneapolis, Minnesota

Professor Ann-Mari Hedback
University of Minnesota
Minneapolis, Minnesota

Professor Assar Janzen
University of California
Berkeley, California

Mrs. Lillemor Saether
Department of Scandinavian
University of Minnesota
Minneapolis, Minnesota

GERMAN

BASIC TEXTS

10-12 7-9 I-II Chiles, James A., Josef Wiehr, and Jack R. Moeller. **FIRST BOOK IN GERMAN**. New ed. GINN, 1963. Illus. 563 pp. $5.60. Thirty-three 5 in. 3 3/4 ips. full-track Tape Set with Teacher's Guide and recorded text $125.00. Teacher's Guide and recorded text alone $1.32. Student Practice Records: Eleven 7 in. 33 1/3 rpm. discs $8.25. Teacher's Key $2.00.

(Text) 1A, 2A, 3A, 4U, 5A, 6A, 7A, 8A, 9A, 10A, 11A, 12A, 13A

(Discs & Tapes) 1E, 2A, 3A, 4A, 5E, 6aE, 6bE, 7E, 8E, 9A, 10E, 11E, 12A, 13A, 14A, 15A
Spoken German is not emphasized by content although records and tapes accompany text. Language almost entirely narrative in style. Subject matter is generally of interest to high school student. A wealth of practice exercise is included. Text has moved from traditional to transitional. Could be used by a teacher who wishes to move from grammar translation in the direction of audio-lingual.

10-12 7-9 I-II Goedsche, C. R., and Meno Spann. **DEUTSCH FÜR AMERIKANER**. 2nd ed. AM. BOOK, 1964. Illus. 466 pp. $6.25. Approx. fourteen 7 in. 3 3/4 ips. dual-track tapes. Approx. 25 hrs. $35.00. American Book Company will duplicate tapes for college, school, instructor, or student requesting it at cost of raw tapes.

1A, 2A, 3A, 4A, 5A, 6A, 7E, 8A, 12A, 13A
Language is fresh and mainly conversational. Tries to do a great deal in a short time and is thus better suited to short sequences in senior high school and college than to the junior high school. Too few exercises for each grammar point introduced. An abundance of exercises for home study. Tapes include Introductory "Prereading" Lessons; Lesson Texts (first at normal speed, then by phrases); Pronunciation Drills; Pattern Practice; Conversations (first at normal speed, then by phrases); and Oral Exercises.

10-12 II Lehmann, W. P., Helmut Rehder, and George Schultz-Behrend. **ACTIVE GERMAN**. Rev. HOLT, 1962. 288 pp. $4.20. Two 12 in. 33 1/3 rpm. discs $8.17. Ten 7 in. 7 1/2 ips. dual-track Tape Set $75.00. Laboratory Handbook $1.40; teacher's copy free.

(Text) 1A, 2A, 3A, 4A, 5A, 6A, 7A, 8A, 9A, 10A, 11A, 12U, 13A

(Discs & Tapes) 1A, 2A, 3A, 4A, 5A, 6A, 7A, 8E, 9A, 10A, 11A, 12A, 13U, 14A, 15U
This book is best suited for students who have some background in language. English equivalents on same page as basic sentences. Text material is more appropriate to college than high school. Centers around university life in Austin, Texas.

10-12 V-VI Mueller, Hugo. **DEUTSCH, DRITTES BUCH**. Vol. 3. BRUCE, 1962. Illus. 246 pp. $4.00.

1E, 2E, 3A, 4A, 5A, 6A, 7E, 8A, 9A, 10A, 11A, 12A, 13A
Introduction to modern German authors. Selections are very short and interesting. Many selections provide some insights into German culture. Vol. 1, *Deutsch-Erstes Buch*, and Vol. 2, *Deutsch-Zweites Buch*, were evaluated in the *1962* SLOM.

10-12 V-VI Neuse, Werner. **DEUTSCHER SPRACHGEBRAUCH**. Rev. HOLT, 1962.

273 pp. $3.40.

1A, 2E, 3A, 4A, 5A, 6E, 7E, 8E, 9A, 10E, 11A, 12A, 13A
Excellent text for advanced course. Examples of style are taken from a number of authors and spoken language is contrasted with written style. Exercises are varied and are for both oral and written work.

7-9
4-6
I
Schlimbach, Alice. **KINDER LERNEN DEUTSCH.** Die Familie Schiller series. HUEBER, 1964. Many color and b&w illus. 263 pp. $3.90, paper $3.25. Tapes in preparation.

1E, 2E, 3A, 4A, 5A, 6E, 7E, 8A, 9A, 10A, 11U, 13E
Book assumes considerable previous formal grammar training. Because of the few directions given for using this text, teachers would have to be carefully guided in order that they might successfully follow the listening, speaking, dramatizing, writing formula which the author suggests in the foreword. Contains many authentic children's rhymes and good phonetic (pronunciation) exercises. Dialogues and reading selections would be of interest to junior high school students.

10-12
I
Weinstein, Allen, et al. **DEUTSCHE STUNDEN.** SCRIBNER, 1964. Illus. 402 pp. $7.50. Eight 7 in. 3 3/4 ips. dual-track Tape Set $80.00. Three-inch demonstration tape available upon request. 403 Basic Sentence Cards $45.00. 299 Vocabulary Cards $40.00.

(Text) 1A, 2A, 3A, 4E, 5A, 6A, 7A, 8A, 9A, 10A, 11A, 12A, 13A

(Tapes) 1E, 2A, 3A, 4A, 5E, 6A, 7A, 8A, 9A, 10A, 11A, 12A, 13A
Adult subject matter. Could be used in senior high school. Presentation using cartoons is lively and unique and makes dialogue material interesting. Tapes include all the basic sentences, variations, almost all of the pattern practices contained in text.

BIBLIOGRAPHIES & RESOURCE LISTS

AATG SELECTIVE LIST OF MATERIALS FOR GERMAN FLES. Prepared and edited by the AATG FLES Committee. Compiled by Mrs. Merriam Moore. 13 pp. Mimeo. Free. Write: Dr. Gerrit Memming, Albright College, Reading, Pa. 19604.

1E, 2E, 3E, 4E
Contains such categories as "Sources of Free Materials," "Bibliographies and Resource Lists," "References on Methodology," and various categories of texts and other teaching aids.

Littmann, Arnold. **DIE DEUTSCHEN SPRECHPLATTEN. EINE KRITISCHE BIBLIOGRAPHIE.** HUEBER, 1963. 263 pp. $4.25.

1E, 2E, 3E, 4EEA
An excellent purchase guide for prospective buyers. Especially valuable since records are not provided for inspection as are books. The teacher can determine rather accurately whether he will find the record useful by consulting this volume. Materials covered include drama, poems, dialects, history, cultural topics available on records (33 1/3 rpm. discs only). Topically arranged under various headings and chronologically arranged within subheadings. Annotations are

critical, explanatory of form, content, fidelity, and relation to cultural contribution. Technical aspects of records are often slighted. Index by author and by subject matter.

BOOKS OF CULTURE & CIVILIZATION

10-12 III Degn, Christian, Erwin Eggert, and Albert Kolb, eds. **DEUTSCHLAND.** Vol. 1. **DEUTSCHLAND IN EUROPA.** Vol. 4. Parts of Seydlitz series. HIRT & SCHROEDEL, 1963. Many color illus. Vol. 1, 120 pp., $2.95. Vol. 4, 162 pp., $3.95.

1E, 2E, 3E, 4E, 5E, 6E, 7A
Excellent geography books. Excerpts can be discussed in class. Designed for textbook study but can be used as reference work. Accompanying key includes answers to questions provided in text. Other books in Seydlitz series are Vol. 2, Europa and Vol. 3, Africa.

10-12 IV Gössman, Wilhelm. **DEUTSCHE KULTURGESCHICHTE IM GRUNDRISS.** 2nd rev. ed. HUEBER, 1963. 148 pp. Paper $1.65.

1A, 2E, 3A, 4E, 5E, 6A
An attempt to lighten the study of German Culture and intellectual history for the foreign student. More general than specific. Lends itself to easy reference.

10-12 III-V Haarer, Johanna. **DIE WELT DES ARZTES.** 2nd ed. Rev. HUEBER, 1962. Illus. 148 pp. Paper $2.25.

1E, 2E, 3E, 4E, 5E, 6A
Deals with daily life of a doctor and questions of health. Useful as supplementary reader. No exercises.

10-12 I-IV Leifer, Walter, ed. **MAN AND MODERN TIME.** German Opinion on Problems of Today. Vol. 1. HUEBER, 1962. 60 pp. Paper $.95.

1E, 2E, 3A, 4E, 5E, 6A
German opinion on today's problems and man's efforts to preserve human values in a period of increasing mechanization. Essays in translation by philosophers, educators, and statesmen. Includes short biographical notes. Can be assigned for outside reading even at beginning level.

10-12 7-9 I-II Meldau. Rudolf. **KLEINES DEUTSCHLANDBUCH FÜR AUSLÄNDER.** 4th ed. HUEBER, 1961. 80 pp. Paper $1.25.

1E, 2E, 3E, 4E, 5E, 6A
Designed to familiarize the foreigner with German life and present him with appropriate vocabulary. No end vocabulary or exercises. Excellent for conversation and discussion.

10-12 V-VI Mönch, Walter. **DEUTSCHE KULTUR, VON DER AUFKLÄRUNG BIS ZUR GEGENWART.** HUEBER, 1962. Illus. 540 pp. $7.75.

1A, 2E, 3E, 4E, 5A, 6E
Best used as reference book in advanced classes. Requires a great deal of maturity both for language and content. An asset to any school library.

10-12 III Phelps, Reginald H., and Jack M. Stein, eds. and compilers. **THE GERMAN SCIENTIFIC HERITAGE.** HOLT, 1962. Written in German. Many illus. 276 pp. $5.00.

1A, 2E, 3E, 4E, 5E, 6E
Writings of scientists from many countries whose works have appeared in the German language. Variety of subjects. List of gradation provided. Each selection preceded by English introduction. Page vocabulary and ample end vocabulary. Illustrations add to appeal of this

interesting and exciting book.

10-12 IV-VI Schraid, Karl. **WERKZEUGE, MASCHINEN, TECHNIK.** HUEBER, 1961. Many illus. 104 pp. Paper $1.25.

1E, 2E, 3E, 4E, 5E, 6A
Useful for those with technical interests. No exercises or end vocabulary but rich in diagrams and illustrations.

10-12 III-IV Schulz, Klaus. **AUS DEUTSCHER VERGANGENHEIT.** HUEBER, 1963. Illus. 156 pp. Paper $1.55.

1A, 2E, 3A, 4E, 5E, 6A
Survey of German history from Caesar's time to present. Can be used as reference for advanced high school group. Table of historical dates. Handy reference book for teacher.

10-12 II-IV Steinhauer, Harry, ed. **DEUTSCHE KULTUR.** Rev. OXFORD, 1962. 471 pp. 36s.

1A, 2E, 3E, 4E, 5A, 6E
Wide variety of subjects, including civilization, geography, thought and humor arranged by century. For those who wish to present material in order of linguistic difficulty, a graded list is included. English introduction, abundant footnotes, and end vocabulary. No illustrations or exercises. Too long to complete in a single high school year.

10-12 Stern, Fritz. **THE POLITICS OF CULTURAL DESPAIR: A STUDY IN THE RISE OF THE GERMANIC IDEOLOGY.** DOUBLEDAY, 1965. 428 pp. Paper $1.45.

1E, 2E, 3A, 5E, 6A
Study of three men whose writings reflected and reinforced a mood of despair that pervaded German culture for the 75 years before Hitler. Full introduction and lengthy bibliography. Can be used for background materials for student reference work or research papers.

7-9 III-V Velder, Christian. **DAS MODERNE BILD DER WISSENSCHAFTEN.** HUEBER, 1961. 144 pp. Paper $1.90.

1E, 2E, 3E, 4E, 5E, 6A
Designed to acquaint the foreigner with technology through a simplified vocabulary. Excellent reader for students with scientific bent. End vocabulary in German includes information about German men of science. No exercises.

BOOKS OF SONGS

4-12 Goethe Institute, comp. **DEUTSCHE VOLKSLIEDER.** 3rd ed. HUEBER, 1962. 32 pp. Paper $.15.

1E, 2E
Fifty-three songs in four categories: Summer, Day and Work, Love, and Drinking Songs. Good variety of selections. Since it is so inexpensive, most students can afford to have their own copies.

7-12 Hoffman, Adolf, comp. **DIE FANFARE.** SIKORSKI, 1956. Melody alone. Guitar accompaniment. 264 pp. $2.50.

1E, 2E
An excellent book for the teacher and for German clubs. Contains a fine collection of German folk songs as well as regional songs in dialect. A few English and Latin songs. Total number around 264.

10-12 Malin, Don, comp. **FRÖHLICHE WEIHNACHTEN.** MILLS, 1962. Piano accompaniment. 20 pp. Paper $.40.

1E, 2A
An excellent collection of 11 well-known Christmas songs, most with a religious background or undertones.

10-12 ______. **WEIHNACHTSLIEDER.** MILLS, 1963. English translations and piano accompaniment. 23 pp. Paper $.50.

1E, 2A
Excellent book of 17 typical Christmas songs.

CONVERSATION BOOKS

10-12
III-IV
Haarer, Johanna. **DEUTSCHER ALLTAG.** 4th ed. HUEBER, 1962. 99 pp. Paper $1.50.

1A, 2A, 4A, 5A, 6A
Usefulness depends on teacher presentation and drill. Could be supplementary materials for smaller groups in a class. It might be helpful to the teacher who has had no contact with native speakers for an extended period. The book attempts to acquaint the learner with German beliefs and customs.

10-12
II
Kahn, Lothar. **INTERMEDIATE CONVERSATIONAL GERMAN.** AM. BOOK, 1963. 220 pp. $4.25. Six 7 in. 3 3/4 ips. dual-track tapes $15.00.

1E, 2A, 3A 4U, 5A, 6E, 7E, 8U
Exercises for preparation in lab, practice at home, and performance in class. They are monotonously similar and without intellectual challenge. Teacher would have to work strenuously to keep class moving. Over emphasis on question-answer drills. Intonation and pronunciation are not treated in text. Tape program will provide models for imitation.

DICTIONARIES

T
10-12
III-VI
Langenscheidt, Gustav. **LANGENSCHEIDT'S NEW MURET-SANDERS ENCYCLOPEDIC DICTIONARY.** Part I, English-German, 2 vols. BARNES & NOBLE, 1962. 1844 pp. $17.50 ea. vol.

1E, 2E, 3E, 4E, 7E, 8E, 9EA
The first 2 volumes of a 4-volume work. Too detailed and expensive for use by individual secondary school students, but it should be in every German department and school library, and accessible to every teacher of German.

T
10-12
IV-VI
Wildhagen, Karl. **ENGLISH-GERMAN GERMAN-ENGLISH DICTIONARY IN TWO VOLUMES.** Rev. and enl. by Will Héraucourt. BRANDSTETTER VERLAG and ALLEN. Vol. I, English-German, 12th ed., 1963, 1143 pp. Vol. 2, German-English, 9th ed., 1962, 1345 pp. $30.00.

1EAA, 2EEA, 3EEA, 4E, 7EAA, 8EAA, 9EEA
Of use primarily to advanced student in high school for reference in depth. Designed for reading rather than writing because the names of synonyms are not well illustrated through sentences. The German-English volume is not so well printed as the English-German. Up-to-date colloquial language.

DISCS & TAPES: CULTURAL

10-12
7-9
II-VI
THE GERMAN STORY. (Multilingua 2-speed language learning record). Performed by Inge Godenschwager. JOLES, 1959. One 12 in. 33 1/3

or 45 rpm. disc. (Serial Nos. GS-1, GS-2). Approx. 90 min. $5.95. One 7 in. 3 3/4 ips. mylar tape with complete text and translation $7.95.

1E, 2E, 4A, 5E, 6A, 8E, 9A
A bird's eye view of Germany: geography, climate, cities, culture, history, economy, and famous people. Lack of separation of bands on the disc would be a nuisance in use. At the fast speed (45 rpm.), the voice sounds unnatural although not distorted.

10-12
IV **GERMANY'S RUDOLF SCHOCK.** Performed by Rudolf Schock and Bielefelder Kinderchor. CAPITOL. One 12 in. 33 1/3 rpm. disc. (Serial No. T-10143). $3.98.

1A, 2E, 4E, 5E, 6E
Selections are chiefly from light operas ("Dein ist mein ganzes Herz," "O Madchen, mein Madchen," etc.). A splendid disc. Good for German club. No printed text.

7-9
III Grimm Brothers. **HANS IN GLÜCK.** Performed by Horst Beck and others. TELEFUNKEN. One 7 1/2 in. 45 rpm. disc. (Serial No. U-45861-M). Approx. 20 min. $1.35.

1A, 2E, 4E, 5E, 6E, 8E, 9A
Made for German-speaking children. Recommended with qualifications: if presented properly by the teacher, could be used in grades 7-9. An excellent FLES group might use it if prepared in advance. Excellent except for discrepancy between content and language level.

DISCS & TAPES: LANGUAGE

10-12
I Eddy, Frederick D., ed. **GATEWAY TO GERMAN.** Performed by G. Robert Matzel, Elizabeth G. Dailey, Meinhard Miegel, Friedrich R. Lehmann, Gisela M. Brown, Charles O. Wood. OTTENHEIMER, 1961. Two 12 in. 33 1/3 rpm. discs. (Serial No. CAB 4203). Approx. 2 hrs. $7.95. Text.

1E, 2E, 3A, 4A, 5E, 6E, 7E, 8E, 9A, 10E, 11A, 12E, 13A, 14E, 15E
Although primarily for adults, this could be used as supplementary material for senior high school students. A self-study oral approach, utilizing the principles and practice of structural linguistics. Eight lessons with dialogues to be mastered orally, pattern drills, both "mim-mem" and transformational, and dialogue for listening. Speed of utterance may not allow some adult students to hear accurately what they are to imitate. After mastery of the material on the disc, some additional grammatical explanation would be necessary to clarify certain points, e.g. the numerous forms of articles which have been memorized in context. Verbatim text contains excellent statement of purpose and principles. Alphabetical index to phrases.

GERMAN

10-12 Ellert, Ernest E. and Lois V.,
I and M. W. Sullivan. **TEMAC PROGRAMMED LEARNING MATERIALS. GERMAN A.** Foreign Language Series. BRL. 2 vols. 1,625 pp. $32.00. Twelve 7 in. 3 3/4 ips. dual-track Tape Set $115.00. Complete course: $148.75.

(Text) 1A, 2A, 3A, 4A, 5E, 6A, 7A, 8A, 9A, 10A, 11U, 12A

(Tapes) 1A, 2A, 3A, 4E, 5E, 6A, 7A, 8A, 9A, 10A, 11E, 12E, 13A, 14A, 15A

Important as a completely self-instructional device for learning German. The method of presentation is unique and students will learn. However, the content is uninteresting and the language pedantic. Sometimes sentences are inane. Each student should have his own text, tape, and tape recorder.

10-12 ______. **TEMAC PROGRAMMED**
7-9 **LEARNING MATERIALS. GERMAN B.**
II Foreign Language Series. BRL. 5 vols. 1,204 pp. $24.25. Fourteen 7 in. 3 3/4 ips. dual-track Tape Set $115.00. Complete course: $139.25.

(Text) 1E, 2A, 3E, 4A, 5E, 6E, 7A, 8E, 9A, 10A, 11U, 12A

(Tapes) 1A, 2A, 3A, 4A, 5E, 6E, 7A, 8E, 9A, 11A, 12E, 14E, 15U

Material is rather sophisticated for junior high school. Is excellent for highly motivated and capable senior high school learners. The student is able to work at his own pace. However, he often seems to lose and miss the personal contact with the teacher and other learners. The text contains a considerable number of errors. The lack of a teacher's manual is a serious shortcoming.

4-6 Halpert, Inge D. **CHILDREN'S**
K-3 **PLAYWAY TO GERMAN.** JOLES, 1959.
I-II Two 7 in. two-speed (33 1/3 and 45 rpm.) discs or one 7 in. 3 3/4 ips. mylar tape. German script. English translation. Parent's or Teacher's Guide, Picture Booklets, Picture Map. Records: $1.95. Tape: $4.95. Extra books: $.50. Picture Maps: $2.00. Enlarged Booklet Pictures: $1.00.

1E, 2E, 3E, 4E, 5E, 6A, 8E, 9E, 10E, 12E, 13E, 14E, 15E

Excellent for starting German in the home, ages 4 to 12. Could be used with other materials, in FLES. The two-speed technique, allowing slowing down the speech, introduces some distortion, especially at fast speed; this is not beyond acceptable limits. Booklets contain line drawings for use with question-answer techniques. Highly motivating, the set captivates very young listeners.

7-9 **LOS.** Performed by seven native
4-6 speakers. SCHOLASTIC, 1964. Fif-
I teen 7 in. 33 1/3 rpm. Record Set $16.00. Teacher's Manual & 16 Sets of Booklets (paper, 30 booklets to a set) $8.00. Not sold in lesser quantities.

1E, 2E. 3E, 4E, 5E, 6E, 8E, 9E, 10E, 13E, 14E, 15E

These records and booklets could be used to advantage in a FLES or Junior High School Program where they could be integrated into the regular teaching course. Material is presented in an interesting manner. Various voices, songs, and music.

10-12 Mathieu, Gustave, and Guy Stern.
7-9 **HÖR ZU UND RAT MIT!** McGRAW, 1965.
I-III Three sets of two 7 in. 3 3/4 ips. full-track tapes, $16.00 per set or three sets of two 12 in. 33 1/3 rpm.

discs, $8.00 per set. Three Student Workbooks, $.88 each. Teacher's Manual free upon adoption.

1E, 2E, 3E, 4E, 5E, 6EEEA, 7EAAA, 8E, 10E, 12E, 13E, 15A
Excellent quality and clarity of voices. Variety of interesting material. Vocabulary useful for everyday conversation. An excellent supplement to laboratory drills that often become monotonous. Intended primarily for auditory comprehension. Could, however, be expanded for use as stimulus for conversation or for review of important structures that are included. Teacher's Manual gives text of all recorded material.

10-12 ______. **QUICK-CHANGE AUDIO**
7-9 **DRILLS IN FUNDAMENTAL GERMAN.**
I-III Recorded by Thompson Ramo Wooldridge. REGENTS, 1961. Eighteen 5 in. 3 3/4 ips. full-track plastic Tape Set. Approx. 30 min. each. $98.50. Teacher's Manual $2.50.

1E, 2A, 3E, 4E, 5E, 6E, 7E, 8E, 12E, 13E, 14E, 15E
Good structure drills in rudiments of German, focussing especially on high-frequency structures, particularly those which are most in contrast to English. Package would serve well as basic tape series with texts not accompanied by tapes, or as an adjunct to complete tape-text series. Teacher's Manual with full German text, basic instructions, and the philosophy behind the course.

10-12 ______. **EXPANDED QUICK-CHANGE**
7-9 **AUDIO DRILLS IN GERMAN.** Recorded
I-VI by Thompson Ramo Wooldridge. REGENTS, 1963. Thirteen 5 in. 3 3/4 ips. full-track plastic Tape Set. Approx. 30 min. each. $98.50. Teacher's Manual $2.50.

1E, 3E, 4A, 5A, 6A, 7E, 8E, 10E, 12E, 13E, 14A, 15E
Appropriate at any level if used discriminately. Excellent supplementary drill tapes. Variety of exercises--some more suitable for review than for drill of recently presented material. On most tapes only one response possible for each stimulus. Some sentences lengthy. With most classes careful previewing would appear crucial. Print-through slightly audible. Teacher's Manual gives text of the recorded materials and basic instructions.

10-12 Stewart, J. H. **GERMAN MULTILINGUA:**
7-9 A Participation Language Course.
I-III Performed by Marie-Luise Holtz, Walter Roome, Gunther Michelson. JOLES. Two 12 in. 33 1/3 rpm. discs. (Serial Nos. GC-1, 2, 3, 4; Cat. No. 9GC-E). Text. Booklet. $9.95. Two 7 in. 3 3/4 ips. mylar tapes. Text. $13.95.

1A, 2E, 3A, 4A, 5E, 6U, 8E, 9A, 10A, 11A, 12A, 13U
Primarily a home study course but could be used as supplementary drill material. Consists of listen-repeat exercises of phrases and unrelated sentences only. Many sentences are quite long. Includes an excellent introduction to principles of language learning. Text booklet in German, English, Italian, Spanish, French. Second booklet with grammar practice and additional vocabulary arranged by categories of meanings.

DISCS & TAPES: LITERARY

10-12 **GERMAN LYRIC POEMS.** Performed by
II-VI Lotte Lehmann. CAEDMON, 1957.

GERMAN

One 12 in. 33 1/3 rpm. disc. (Serial No. TC 1072). 60 min. $5.95 with Text.

1E, 2E, 3E, 4A, 5E, 6E
An excellent recording of works of Goethe, Mörike, Heine, Rilke, Hofmannsthal, Müller. The amounts chosen from each vary from 8 verses to 6 1/2 pages. Accompanying German text of poems with English translations.

10-12 IV-VI Goethe, Johann Wolfgang. **URFAUST.** Performed by Walter Reyer, Boy Gobert, Sonja Sutter, Susi Nicoletti, Peter Weck. FOLKWAYS. Two 12 in. 33 1/3 rpm. discs. (Serial No. FL 9571). Approx. 90 min. $11.90 with Text. Additional text $.50.

1E, 2E, 3E, 4E, 5E, 6E
An excellent recording with unusually clear diction. Modernized spelling in the accompanying text would help students who will not easily recognize such forms as Kästgen, mögt, iunges, or ieden.

10-12 V-VI **INVITATION TO GERMAN POETRY.** Compiled by Guy Stern and Gustave Mathieu. Read by Lotte Lenya. DOVER, 1959. One 12 in. 33 1/3 rpm. disc. 50 min. $4.95 with Text $4.95. Additional text $2.50.

1E, 2E, 3E, 4E, 5E, 6E
Poetry from Walther von der Vogelweide to Bertolt Brecht. Excellent clarity of voice with emotion expressed by intensity rather than great dramatic range, a procedure well adapted to study use. Only advanced high school students could use this material. Text contains 165 pages and includes full German texts of the poems; a faithful English translation of each; a biographical and critical discussion of each poet; textual information; and a portrait of each poet.

10-12 II-VI Rilke, Maria Rainer. **DIE WEISE VON LIEBE UND TOD; DAS MARIENLEBEN.** Performed by Lotte Lehman. CAEDMON, 1961. One 12 in. 33 1/3 rpm. disc. (Serial No. TC 1128). 1 hr. $5.95 with Text.

1E, 2E, 3E, 4E, 5E, 6E
Includes excellent readings of Rilke's Die Weise von Liebe und Tod and Das Marienleben. Suitable for any advanced level studying these selections.

10-12 IV-VI von Schiller, Friedrich. **POETRY OF FRIEDRICH VON SCHILLER.** Performed by Kinski. FOLKWAYS, 1962. One 12 in. 33 1/3 rpm. disc. (Serial No. FL 9916). 50 min. $5.95 with Text. Additional text $.50.

1E, 2E, 3E, 4E, 5A, 6E
Eight of Schiller's best-known ballads. Among them "Der Kampf mit dem Drachen," "Hoffnung," "Der Taucher." The accompanying text, which has occasional errors and several minor variations from the recording, contains brief notes and a poetic English translation of two of the ballads. The speaking voice often has a metallic quality which, with the vigorously trilled r's, is not always pleasant, though very clear. Diction excellent.

10-12 7-9 III-VI Werfel, Franz. **JACOBOWSKY UND DER OBERST.** Performed by Ernst Waldbrunn, Erik Frey, Susi Nicoletti, Hanns Obonya, etc. FOLKWAYS. One 12 in. 33 1/3 rpm. disc. (Serial No. FL 9917). Approx. 1 hr. $5.95 with Text. Additional text $.30.

1E, 2E, 3E, 4E, 5A, 6E
An excellent recording of a condensed version of the three-act play. Clear recording and good voices. Well interpreted. Unfortunately, the printed text departs

in a number of details from the recording. An excellent adjunct to reading the play, or for listening practice in advanced groups.

DISCS & TAPES: SONGS

10-12 **BEST LOVED GERMAN FOLK SONGS.**
7-9 Performed by Arne Drumsgaard, Irene Joachim, Duncan Robertson. MONITOR. One 12 in. 33 1/3 rpm. disc. (Serial No. MF 398). Approx. 1 hr. $4.98 with Text.

2E, 6A
German folk songs with full orchestral background. The voices are good, the diction clear. Many are very well known. A balanced selection. Two are in dialect. Text of songs printed on record jacket.

10-12 **CHRISTMAS IN GERMANY.** Performed
7-9 by Bielefelder Kinderchor, Collegium Musicum, Chor der St. Hedwig's. CAPITOL. One 12 in. 33 1/3 rpm. disc. (Serial No. T-10095). $3.98.

2E
Beautifully sung and recorded carols. Medley arrangements of the best-known carols make the recording less good for teaching than for background music. Includes German version of "White Christmas." No text.

10-12 **CHRISTMAS SONGS IN GERMAN.**
7-9 Catherine Baer, consultant. SVE. One 12 in. 33 1/3 rpm. disc. (Serial No. A 847-2). Approx. 15 min. Filmstrip and Record $8.00. Record $5.00. Filmstrip $3.00. Teacher's Guide.

2A, 6A
Nine well-known German carols clearly sung by man's and woman's voices, alternating. Man's voice has some not quite acceptable pronunciation characteristics. Clear recording. A color filmstrip with very legible text makes the set useful for teaching the carols. French carols on reverse of record. Teacher's Guide with words.

10-12 **A GERMAN CHRISTMAS.** Performed
7-9 by Bielefelder Kinderchor. CAPITOL. One 12 in. 33 1/3 rpm. disc. (Serial No. T-10308). $3.98.

2E, 6A
Medley of familiar and less well-known German Christmas songs, excellently sung by well-known children's choir. For listening, not for teaching songs.

10-12 **GERMANY'S FAMOUS BIELEFELDER**
7-9 **KINDERCHOR.** Performed by Bielefelder Kinderchor. CAPITOL. One 12 in. 33 1/3 rpm. disc. (Serial No. T-10149). $3.98.

2E
Excellent quality of voices and recording in a selection of less-known songs. More for listening than teaching. No text.

10-12 **LET'S SING SONGS IN GERMAN.** Per-
7-9 formed by Ilsa Krause and Donald L. Bootham. OTTENHEIMER, 1961. One 12 in. 33 1/3 rpm. disc. (Serial No. CAB 4103). 50 min. $4.95 with Text & Piano Accompaniment.

1A, 2A, 3E, 4E, 5E, 6E
Good teaching and sing-along technique with 8 German songs. Introductions are recorded. Text spoken in phrases with pauses for repetition, then sung in longer segments, finally in full verses. Pronunciation differences between spoken and sung German need to be pointed out by the teacher. Also

contains translation.

ELEMENTARY READERS

10-12 Arndt, Hans-Joachim, ed. **TEXTE
7-9 ZUM LESEN UND NACHERZÄHLEN.**
II HUEBER, 1964. 88 pp. Paper
$.80.

1E, 2E, 5A
Extracts from the Langenscheidt Sprach Illustrierten. Cleverly written stories and anecdotes to be read and discussed. Idiomatic German. Designed for foreigners. Materials may also be used for skits for class or club. Footnotes. No end vocabulary or exercises.

10-12 Braun, Wernher von. **ERSTE FAHRT
II ZUM MOND.** Ed Frederick Kellerman. AM. BOOK, 1963. Illus. 119 pp. Paper $1.75.

1E, 2E, 3E, 4A, 5E
The suspense and adventure of space travel in terms comprehensible to the layman. Excellent introduction to scientific German terminology. Copious footnotes throughout. End vocabulary. Questions to check comprehension. Only bad feature is that explanatory text under illustrations is in English.

10-12 Ellert, Ernst E. and Lois V.
7-9 **ENDE GUT, ALLES GUT** (Deutsche
4-6 Spiele). BCSLM, 1961. 44 pp.
I Paper $1.35.

1E, 2E, 5A
Excellent for play purposes. Less desirable as a reader. Printing is of poor quality. No vocabulary or exercises.

10-12 Fabrizius, Peter. **DER KOMET
II UND ANDERE GESCHICHTEN.** 2nd ed. MURRAY, 1959. 104 pp. Paper 4s/6d.

1E, 2E, 3A, 4A, 5A
Collection of thirteen interesting and amusing stories useful for reading and discussion. Simply written. Linguistically, the stories lend themselves to question and answer practice. Useful phrases and key vocabulary words are given in the back for those who wish to use them as basis for conversation and free composition.

10-12 ______. **DER SCHWARZE TEUFEL UND
7-9 ANDERE GESCHICHTEN.** MURRAY, 1960.
II 112 pp. Paper 4s/6d.

1E, 2E, 3A, 4A, 5A
Each of these 15 short stories can be read and enjoyed in a single class period. Subject matter is appealing to young people. Useful phrases and key vocabulary are given. Interesting stories that may be assigned as supplementary reading for class reports by students.

10-12 ______. **DIE SIEBZEHN KAMELE UND
7-9 ANDERE GESCHICHTEN.** MURRAY, 1963.
II 112 pp. Paper 4s/6d.

1E, 2E, 3A, 4A, 5A
Collection of interesting and entertaining stories. List of useful phrases and key vocabulary is given to encourage conversation or composition writing. Excellent motivation for reading and discussion.

10-12 Glaettli, Walter E. **DIE VIERTE
7-9 KURVE.** AM. BOOK, 1962. Illus.
I-II 120 pp. Paper $1.40.

1E, 2E, 3A, 4A, 5E
Mystery story designed for second semester. Set in the Swiss Alps, an area seldom described in textbooks. Intended for rapid reading. Exercises functional and based on text. Plot puzzling enough to keep student's interest until the end.

GERMAN

10-12
7-9
II
Goedsche, C. R., and W. R. Seiferth. **CULTURAL GRADED READERS. GERMAN SERIES: INTERMEDIATE.** 3 vols. AM. BOOK, 1964. **VI, DEUTSCHLAND, LAND UND SPRACHE.** 66 pp. **VII. DEUTSCHLAND, VERGANGENHEIT UND GEGENWART.** 78 pp. **VIII. DEUTSCHLAND, LEBEN.** 88 pp. Illus. Paper $1.20 ea. vol.

1E, 2E, 3E, 4A, 5A
This series of intermediate readers has a twofold aim: to describe and explain the current political, social, and intellectual situation in Germany and to help the reader understand why the Germans think and act as they do. These volumes have questions at the bottom of each page which help the student to read and understand the material. A German-English vocabulary supplements the numerous footnotes on each page. These readers are excellent. Students find them very informative and interesting. Elementary Volumes I-V in this series were evaluated in SLOM, 1962.

10-12
7-9
4-6
II
Griesbach, Rosemarie. **DEUTSCHE MÄRCHEN UND SAGEN.** 2nd ed. HUEBER, 1962. Illus. 87 pp. Paper $1.20.

1E, 2E, 3A, 5E
Interesting selection of old favorites. Edited to eliminate archaic forms and constructions. Difficult words and expressions are clarified in the back of the book by the use of German synonyms. No exercises.

10-12
7-9
I-II
Haensch, Gunther. **DEUTSCHE TEXTE ZUM ÜBERSETZEN.** 3rd. ed. HUEBER, 1961. 154 pp. Paper $1.90.

1A, 2A, 5A
Not recommended for translation practice. The wide range of difficulty makes it usable at many levels (possibly I-IV). Its possible use is as a basic or supplementary reader.

10-12
II
Hebel, Johann Peter. **KALENDERGESCHICHTEN.** 2nd ed. Ed. Werner Schmitz. HUEBER, 1961. 85 pp. Paper $.50.

1E, 2A, 3A, 5A
Selection of stories of Hebel which have become classics in Germany. Notes. No end vocabulary.

10-12
II
Keller, Gottfried. **KLEIDER MACHEN LEUTE.** Ed. M. B. Lambert. HEATH, 1962. 134 pp. Paper $1.95.

1A, 2A, 3A, 5A
Delightful and popular story. Numerous notes and end vocabulary. Has been reset in Roman type, language brought up to date. Can be used as an outside comprehension story, with testing in German and English, or as an extra reader for an advanced class.

10-12
II-III
Kirchhoff, Gerhard. **DEUTSCHE GEGENWART, LITERARISCHES LESEBUCH FÜR AUSLÄNDER.** 3rd ed. HUEBER, 1962. 132 pp. Paper $1.20.

1E, 2E, 3A, 5A
Good introduction to contemporary German writing of both established and young authors. Notes very thorough and complete. Prose suitable for Level II; poetry for Level III.

10-12
7-9
I-II
Kreuzenau, Michael. **FREMDE IN DINKELBURG.** Vol. 1 in a series of 4 Novellen. Ed. Jack R. Moeller. GINN, 1963. Illus. 46 pp. Paper $1.20.

1E, 2E, 3E, 4E, 5A
Easy short story. Simple style. Interesting content. Intended as supplementary material to enrich an essentially audio-lingual program. Delightful illustrations throughout. Vocabulary and notes adequately treated. Ample exercises.

GERMAN

10-12 _____. **DIE JUNGEN LANDSTREICHER.**
7-9 Vol. 3 in a series of 4 Novellen.
I-II Ed. Jack R. Moeller. GINN, 1963.
Illus. 76 pp. Paper $1.20.

1E, 2E, 3E, 4E, 5A
Simple, easy, interesting story. Designed as supplementary reading for audio-lingual course. Good apparatus and exercises.

10-12 _____. **DER KLEINE BÜRGERMEISTER**
7-9 **STIRBT.** Vol. 2 in a series of 4
I-II Novellen. Ed. Jack R. Moeller.
GINN, 1963. Illus. 44 pp. Paper
$1.20.

1E, 2E, 3E, 4E, 5A
Simple, easy, interesting story. Designed as supplementary reading in audio-lingual course. Good apparatus and exercises.

10-12 Lepman, Jella. **DAS GEHEIMNIS VOM**
7-9 **KUCKUCKSHOF.** 2nd ed. MURRAY,
I-II 1961. 79 pp. Paper 4s/6d.

1E, 2E, 3A, 5A
Interesting, suspenseful detective story. Gives a good picture of the Black Forest, its people and their way of life. Vocabulary is simple enough to make the book interesting and easy reading in first year, or supplementary reading for second year. No exercises.

10-12 Littmann, Arnold. **PETER HAT PECH.**
7-9 HUEBER, 1961. 72 pp. Paper $.50.
II

1E, 2E, 3A, 5A
Detective story with considerable suspense. Language and subject matter appeal to high school students. Up-to-date Berlin dialect incomprehensible to students. No end vocabulary.

10-12 Marcus, Eric. **WIR REISEN NACH**
7-9 **DEUTSCHLAND.** HOLT, 1964. 230 pp.
II $3.60. Ten 7 in. 7 1/2 ips. dual-
track tapes $75.00. Also available on loan for duplication.

1E, 2E, 3A, 5E
Useful for reading, for the text is fresh and stimulating. Exercises are unimaginative and the translation is inappropriate. Would be excellent for taking care of individual differences at intermediate and advanced levels.

10-12 Schmidt, Gerard F. **HÖR GUT ZU!**
7-9 MACMILLAN, 1964. Illus. 485 pp.
II $5.00. Five 7 in. 3 3/4 ips.
dual-track tapes $65.00. Approx.
10 hrs. Teacher's Manual. 40 pp.
Free.

1E, 2E, 3A, 4A, 5E
Designed as first-year aural comprehension reader. Supplement to basic first-year text. Stories graded and preceded by notes which include grammatical explanation and idioms. Good illustrations. Questions and answers in back of book. Teacher's Manual contains test stories and questions.

10-12 Seidmann, Gertrud. **GRAU IST ALLE**
7-9 **THEORIE.** HUEBER, 1961. 40 pp.
I Paper $.45.

1E, 2E, 3E, 5A
Series of humorous scenes which can be acted out. Suited for adolescent level. Variety of dialogue. No end vocabulary, but unfamiliar words are clarified by use of German synonyms.

10-12 Spang, Günter. **ZWÖLF HEITERE**
7-9 **KURZGESCHICHTEN.** HUEBER, 1963.
II 52 pp. Paper $.65.

1E, 2A, 5A
Interesting and amusing stories. Useful for reading, for comprehension or as a basis for discussion. Delightful change from more routine texts. No notes or end vocabulary, or exercises.

GERMAN

10-12
7-9
I

von Hofe, Harold. **DER ANFANG.** Rev. HOLT, 1963. Illus. 359 pp. $5.80. Workbook-Laboratory Manual. 112 pp. $1.20. Six 7 in. 3 3/4 ips. dual-track tapes $60.00 or twelve 7 in. 7 1/2 ips. dual-track tapes $90.00. Tapes also available on loan for duplication. One 12 in. 33 1/3 rpm. disc, "Getting Along in German," $2.98. Accompanying Leaflet $.10.

1A, 2A, 3A, 4A, 5E
Interesting in appearance. Useful as a supplementary reader for change of pace in the classroom or to take care of individual differences through independent reading. Dialogues, drills, and workbook are included.

FILMS: DRAMATIC & DOCUMENTARY

10-12
III

ALLERLEI AUS DEUTSCHLAND. Filmed in Germany. IFB, 1963. 16 mm. 14 min. Narrated. Color purchase $150.00. Rental $7.50. Student Handbook $.39. One 7 1/2 ips. tape $7.50.

1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 10A
Good film for general orientation to life in Germany. Subjects included: Bonn wine festival, Ruhr industry, life on a farm, the Volkswagen works. Excellent, perfectly normal speech in the narration. The tape is taken from the film sound-track with pauses for repetition.

10-12
II

DIE BEZAUBERNDE SCHWEIZ. Filmed in Switzerland. IFB. 16 mm. 15 min. Narrated. Color purchase $150.00. Rental $8.50. Student Handbook with film text, questions, vocabulary. One 7 1/2 ips. tape $7.50.

1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 10A
Excellent introduction to Switzerland. Very good, natural narrative voice. The tape is taken from the film sound-track with pauses for repetition.

10-12
II

HAMBURG, DIE HANSESTADT. Filmed in Germany. IFB, 1958. 16 mm. 10 min. Narrated. Color purchase $150.00. Rental $7.50. Student Handbook $.39. One 7 1/2 ips. tape $7.50.

1A, 2A, 3A, 4EA, 5A, 6A, 7A, 8A, 9E, 10A
A good introduction to Hamburg: harbor, business and shopping districts, a middle-class home, etc. The tape is taken from the film sound-track with pauses for repetition.

10-12
II

ROMANTISCHE STÄDTE. Filmed in Germany. IFB, 1961. 16 mm. 13 min. Narrated. Color purchase $135.00. Rental $7.50. Student Handbook $.39. One 7 1/2 ips. tape $7.50.

1E, 2E, 3A, 4A, 5E, 6A, 7A, 8A, 9E, 10A
Views of Munich, Dinkelbuhl, a and Rothenburg. What the tourist is shown with brief descriptions. German narrative is overly careful in enunciation. The tape is taken from the film sound-track with pauses for repetition.

10-12
II

DER SCHWARZWALD. Filmed in Germany. IFB, 1961. 16 mm. 12 min. Narrated. Color purchase $135.00. Rental $6.00. Student Handbook $.39. One 7 1/2 ips. tape $7.50.

1E, 2E, 3A, 4E, 5A, 6E, 7E, 8A, 9E, 10A
The film shows Black Forest farms, towns, and resorts, along with some of the more usual occupations. The accompanying handbook has the complete text of the sound track, a vocabulary, and

PLEASE DO NOT TRY TO ORDER THESE MATERIALS FROM MLA. WE HAVE ONLY SINGLE COPIES FOR INSPECTION. ORDER DIRECTLY FROM THE PUBLISHER OR DISTRIBUTOR. SEE THE LISTS OF SOURCES ON PP. 62-29.

exercises of questionable value. German narration slows down language, sometimes to the point of deformation. The tape is taken from the film sound-track with pauses for repetition.

FILMSTRIPS

10-12 III **EINE STIPPVISITE BEI JÜRGEN.** Filmed in Germany. MERRILL J., 1962. Filmstrip: 41 Frames, 35 mm. Photographs. Tape: One 3 in. 3 3/4 ips. dual-track. 18 min. $8.00 for Filmstrip, Tape, and accompanying Text.

(Filmstrip) 1A, 2EAA
A visit to a typical German home near Baden-Baden, explained and conducted by a German teenager. Views of the interior as well as of the surrounding countryside and of Baden-Baden. Two or three such filmstrips with accompanying tapes are planned each year.

(Tape) 1E, 2E, 4AAU, 5EEA, 6EEA, 8E, 9A
Spoken by a cultivated, friendly young German. Excellent, but the choppy, jerky, style somewhat offsets the other advantages.

INTEGRATED PROGRAMS

10-12 II **A-LM GERMAN: LEVEL TWO** by Mary P. Thompson and Staff of Modern Language Materials Development Center. HARCOURT, 1964. (9 units plus last 3 units of Level One). 404 pp. $3.80. Practice Record Set (box of nine 7 in. 33 1/3 rpm. discs) $4.60. Student Test Answer Forms (booklet of 48 perforated pages) $.60. Classroom/Laboratory Materials: 7 1/2 ips. Tape Set (forty 7 in. full-track, Tenzar reels) $120.00 or 33 1/3 rpm. Record Set (twenty-two 12 in. discs) $44.00. 7 1/2 ips Listenging-Comprehension Testing Tape Set (four 7 in. full-track Tenzar reels) $20.00. Teacher's Manual free on specific request.

(Text) 1E, 2E, 3A, 4E, 5E, 6E, 7E, 8E, 9E, 10E, 11E, 12E, 13E
Level introduces a rather heavy vocabulary load for the learner. Transition between Level I and Level II is abrupt and taxing. Lack of visuals should be remedied. Text places an increasing stress on reading and writing while maintaining audio-lingual skills. Narratives are interesting and provide an opportunity to observe cross cultural differences. Many structure drills of various kinds are provided. Teacher's Manual provides a rather complete guide for day to day teaching. It is a must for the teacher using these materials.

(Discs & Tapes) 1A, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 11E, 12E, 14A, 15E
Generally excellent. However, at times speakers forget that they are not speaking to native Germans but to learners. Endings are dropped or utterances are unclear so that the student becomes confused about grammatical points.

(Practice Record Set) 1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 11E, 12A, 14E, 15E
These home study discs will add measurably to the program if used as directed. One should note that many students and teachers have purchased the discs and then found that the discs were used less than expected. Presumably disc use should be carefully evaluated to determine how home study is contributing to perfecting audio-lingual skills. Level I of these materials was evaluated in SLOM, 1962.

GERMAN

10-12 III **A-LM GERMAN: LEVEL THREE** by Mary P. Thompson and Staff of Modern Language Materials Development Center. HARCOURT, 1964. Textbook (12 units plus last 2 units of Level Two). 416 pp. $5.20. Practice Record Set (box of six 7 in. 33 1/3 rpm. discs) $3.60. Student Test Answer Forms (booklet of 80 perforated pages) $.80. Classroom/Laboratory Materials: 7 1/2 ips. Tape Set (thirty 7 in. full-track, Tenzar reels) $100.00 or 33 1/3 rpm. Record Set (thirteen 12 in. discs) $40.00. 7 1/2 ips. Listening-Comprehension Testing Tape Set (four 7 in. full-track, Tenzar reels) $20.00. Teacher's Manual free on specific request.

(Text) 1E, 2E, 3A, 4E, 5E, 6A, 7E, 8E, 9E, 10A, 11E, 13E
An excellent continuation from Level II. However, the humor of some selections is lost on American students. Generally the content is interesting to American teenagers and represents a good variety of subjects and styles.

(Discs & Tapes) 1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 11E, 12E 14E, 15E
There are many drills to help the student master grammar. However, the drills are not always consistent and the student becomes unsure of his response; for example, the student practicing the passive with "von" is suddenly confronted with "durch" even though "von" would have been correct.

(Practice Record Set) 1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 11E, 12E, 14E, 15E
Home study discs may be less important in Level III than previously. Probably each teacher should have a few sets to lend to students needing practice over and above that available during class.

10-12 7-9 I-III Kessler, Hermann. **DEUTSCH FÜR AUSLÄNDER**. KESSLER. Basic Text: **LEICHTER ANFANG**. Teil I with Workbook and Glossary, 1954. 120 pp. $3.50, paper $1.40. Teil II with Workbook and Glossary, 1963. 120 pp. $3.50, paper $1.40. Elementary Readers: **LEICHTE ERZÄHLUNGEN**, Teil 1B, 1960. 62 pp. Paper $.40. **KURZE GESCHICHTEN**, Teil 2B, 1962. 96 pp. Paper $.55. **MODERNE DICHTUNG**, Teil 3B, 1959. 112 pp. Paper $.70. Culture and Civilization Reader: **DEUTSCHLANDKUNDE**, 1960. Illus. 164 pp. $2.00. (Deutschlandkunde is the new title of the volume originally considered as Teil II of the series). Wall Charts $12.50. Flash Cards $2.50. Tapes for Leichter Anfang: Two 5 in. 3 3/4 ips. dual-track, mylar.

(Text-Teil I) 1E, 2E, 3E, 4E, 5E, 6E, 8E, 10E, 12A
No English is used in exercises, explanations, etc. Good for direct method approach. Teacher must do groundwork for class in English--and group must be superior. Twenty lessons with same reading material. Covers most of the basic grammar except subjunctive.

(Text-Teil II) 1E, 2E, 3E, 4E, 5E, 8E, 10E, 12E
Second book of series. Twenty lessons. Excellent follow-up to Book One. Direct method. Good for college or 4th year students. Involves too much work for high school teacher of beginning classes insofar as translation of grammar rules, etc.

(Elementary Reader-Teil 1B) 1E, 2E
Thirty very short stories of interest to all students. Of

humorous content (German humor). Excellent for use after Teil I of grammar book. Stimulating to beginning student.

(Elementary Reader-Teil 2B)
1E, 2E
Thirty famous German tales and legends for use after completion of Teil II of the grammar books. Of cultural interest to the student of German, since these are the stories all Germans are acquainted with.

(Elementary Reader-Teil 3B)
1E, 2E
Fourteen stories by modern German authors such as Andres, Borchert, Bugenguien, Kafka, Hesse, Böll, Mann, etc. to be used at the end of third or fourth year.

(Tapes) 1E, 2E, 3E, 4E, 5E, 6E, 8E, 9E, 11E, 12E, 14E
Excellent to be used with Teil I, Leichter Anfang. There is a variety of voices spoken very clearly and not too fast. Pauses for student repetition.

(Reader-Deutschlandkunke)
1E, 2E, 3E, 4E, 5E, 6A
Evaluated in accordance with criteria of Books of Culture & Civilization. Twenty chapters and 6 maps. Each chapter is based on a different part of Germany and Switzerland. Each chapter contains a prose section in which the main cultural features of the area are discussed; this is followed by a section in which a grammatical point is explained. No English is used. No exercises or questions on the text.

10-12 **PATHESCOPE-BERLITZ AUDIO-VISUAL**
II-IV **GERMAN SERIES**. PATHESCOPE, 1963. Thirty Filmstrips, 35 mm., 45 Frames, photographs in color. Eighteen coordinated 5 in. 3 3/4 ips. dual-track tapes. Approx. 15 min. per tape. Each set has: 5 Color Filmstrips, 3 Tapes, Teacher's Guide, Teacher's English Script, 20 Student's German Scripts. One set (5 lessons) $81.25, three sets (15 lessons) $210.00, six sets (30 lessons) $399.00.

(Filmstrips) 1E, 2E

(Tapes-language) 1E, 2E, 3E, 4E, 5E, 6E, 8E, 9E, 12A, 14A, 15A

(Tapes-culture) 1E, 2E, 3E, 4E, 5E, 7E, 8E, 9E
Designed as a full course, these sets might be used effectively both for linguistic and for cultural enrichment. Each set includes a "mim-mem" aural drill. Culture material is excellent. Professional quality pictures of authentic scenes in a variety of realistic situations. Vocabulary and voices are well-chosen. Material could have been more carefully graded linguistically and pedagogically.

10-12 Rehder, Helmut, et al. **DEUTSCH:**
7-9 **VERSTEHEN UND SPRECHEN**. HOLT, 1962.
I Student's Book, 280 pp. $4.40. Teacher's Edition, 456 pp. $4.80. Four Tests $.60. Unit Quizzes, in preparation. Grading Chart, free. Sixty Flashcards, color, 10 1/2 x 14", $24.00. Ten 7 in. 33 1/3 rpm. discs, $5.20 plus $.39 tax. Twenty-one 7 in. 3 3/4 ips. full-track tapes. Sequential tapes follow sequence of Student's Book, available free of charge on loan for duplication. Programmed tapes arranged into forty 20-minute programs, two for each unit, for sale only, $220.00.

(Text) 1E, 2E, 3A, 4E, 5E, 6E, 7E, 8A, 9E, 10E, 11A, 12E, 13E
Content is interesting to teenagers. Twenty units grouped under such titles as "Sport und Spiel," "Am Fernsprecher," and "Raumfahrt film." Up-to-date pedagogically.

Well-paced. Good style. Abundant dialogues and exercises.

(Tapes) 1E, 2E, 3E, 4E, 5E, 6A, 7A, 8A, 9A, 10A, 12A, 13E, 14A, 15A
Instructions to student are inadequate. Quality of the tapes is excellent. Extremely clear, pleasant and precisely recorded voices.

10-12 ______. **DEUTSCH: SPRECHEN UND**
7-9 **LESEN.** HOLT, 1963. Student's
II Book, 287 pp. $4.80. Teacher's Manual, $3.80, free on adoption of text. Tests in preparation. Display photographs, 12"x 16 5/8", color, in preparation. Filmstrips in preparation. Student Practice Records, $3.80 plus tax. Fifteen 7 in. 3 3/4 ips. full-track tapes $150.00 or free on loan for duplication. Review of first-year course: Two 12 in. 33 1/3 rpm. discs, 1 1/2 hrs., $5.20 plus tax; one 7 in. 3 3/4 ips. full-track tape, $10.00 or free on loan for duplication.

(Text) 1E, 2E, 3A, 4E, 5E, 6E, 7E, 8A, 9A, 10A, 11A, 12E, 13E
Lively style. Attempts to provide cross cultural insights. Content is of interest to a teenager and activities are reasonable for second level learners. The book is live with current thinking of linguists and other language experts.

(Discs & Tapes) 1A, 2A, 3A, 4E, 5E, 6aE, 6bA, 7A, 8A, 9A, 12A, 14A, 15A
Tape instructions to student are inadequate. Teacher will have to tell student what he is supposed to do. Finding tape script in manual requires considerable page thumbing since tape script for one lesson is not all in one place. Utterances are sometimes very long for student response or repetition. There are not always enough drills to insure learning.

10-12 ______. **DEUTSCH: LESEN UND DENKEN.**
III-IV HOLT, 1964. Illus. 306 pp. $4.80. Teacher's Manual. Tapes in preparation.

1E, 2E, 3A, 4E, 5E, 6E, 7E, 8E, 9E, 10E, 11E, 12E, 13E
An excellent book which provides a wealth of cultural information about the Germany of today. The book will probably be used in Level IV because the first two books in the series cannot normally be finished in two years. Content is designed to make the student aware of differences between the United States and Germany. Excellent grammar references, intermediate level exercises and teacher helps.

10-12 Schulz, Dora, and Heinz Griesbach.
I-II **DEUTSCHE SPRACHLEHRE FÜR AUSLÄNDER.** HUEBER. Grundstufe Teil 1. 1962. Illus. 150 pp. $1.60. Teil 2. 1963. Illus. 191 pp. $1.60. Two 5 in. 3 3/4 ips. dual-track tapes. 3 hrs. $24.50. Elementary Reader. 1960. 64 pp. Paper $.70. Teacher's Guide. 1963. 235 pp. Looseleaf $3.25. Key and Glossary. 1963. 139 pp. $1.40.

(Text) 1E, 3E, 4E, 5E, 6E, 7E, 8E
A German text with grammar explanation in German based on the direct-method used in the Goethe Institute. No English used. A German-English vocabulary available separately. If the teacher is willing to take the time, the exercises and stories are well worth the trouble, since the vocabulary is good and practical. Unless the teacher is prepared to make her own vocabulary lists or simplify the grammar explanations in English, it would not be suitable for high school use.

(Tapes) 1E, 2E, 3E, 4E, 5E, 6E, 8E, 9E, 11E, 12E, 13E, 14E
The two tapes are for the first fifteen lessons (Teil 1). The voices are clear and authentic. Practice drills are spaced for student repetition. Stories are read.

(Elementary Reader) 1E, 2E, 3E, 5E
Collection of amusing anecdotes, games, songs, and poems.

(Teacher's Guide) 1A, 2A, 3E, 4EA, 5EA, 6A, 7U
Gives exact instruction for teaching from the author's textbook. Invaluable aid for teacher. Key gives answers to the exercises and a vocabulary.

LINGUISTICS

T Jørgensen, Peter. **GERMAN GRAMMAR.** Rev. 2 vols. Trans. by G. Kolisko in consultation with author and with F. P. Pickering. NYU, 1963. Vol. 1, 260 pp. Vol. II, 188 pp. $4.95 ea. vol.

1EUU, 2EAU, 3A, 4EAA
This excellent descriptive grammar is designed primarily for teachers' reference but can also be used in advance courses in composition and conversation. The best modern descriptive treatment of contemporary German in English. The preface de-emphasizes the importance of oral skill.

LITERARY TEXTS

10-12 Boeninger, H. R., and D. Pietsch-
II-IV mann, eds. **ICH LAUSCHE DEM LEBEN.** NORTON, 1963. 290 pp. Paper $3.95. Three 7 in. 3 3/4 ips. dual-track tapes of first three Horspiele $30.00 or on loan for duplication upon adoption of book.

1E, 2E, 3E, 4A
Excellent collection of radio plays by a good cross-section of contemporary radio play writers. A variety of themes. Everyday spoken language of contemporary Germany. The depth and discussion questions at the end of each selection make them ideal for advanced groups. In addition, there are the usual questions on plot, at the back of the book, which are useful for lower level groups. Tapes made from original studio productions.

10-12 Brecht, Bertolt. **MUTTER COURAGE**
III-V **UND IHRE KINDER.** Ed. Volkmar Sander. OXFORD, 1964. Illus. 172 pp. Paper $2.25.

1E, 2E, 3E, 4E
This chronicle of the Thirty Years War is one of Brecht's masterpieces-a series of isolated moments, an example of single 'epic' theater. Text has ample notes, very clearly given: critical material, vocabulary, notes. Illustrations throughout are of the Berliner Ensemble's performance. The content and language may cause misgivings about its appropriateness as a text for high school students.

T DeHaar, Erwin, ed. **IM ZEICHEN DER HOFFNUNG.** HUEBER, 1962. Illus. 712 pp. $7.75.

1E, 2E, 4E
Excellent, comprehensive reader containing writings on German life, land, and people, as well as literary works and discussions of art and artists. Attempt to show how rich the German tradition is. Good for teacher reference or for the school library, but not suited for use as a classroom text. No notes or vocabulary.

GERMAN

10-12 Dürrenmaat, Friedrich, Alfred
II-III Andersch, Heimito von Doderer, and Hermann Broch. **ERZÄHLUNGEN.** Zweisprächige Reihe. Band III. HUEBER, 1964. 123 pp. Paper $1.45.

1E, 2E, 4A
For college and advanced high school classes. Interpretation and comprehension involved. Authentic contemporary language. German and English on facing pages restricts classroom suitability. Introduction. No notes or vocabulary.

10-12 Eicke, Hans, ed. **ERZÄHLUNGEN UND**
II-III **GEDICHTE.** HUEBER, 1963. 148 pp. Paper $1.90.

1E, 2A, 3E, 4A
Delightful collection of stories, anecdotes, and poems. Ample notes. End vocabulary selects the most difficult words and idioms and presents a German explanation of same. Selections, graded for difficulty, make varied and interesting reading. Text, notes, and vocabulary are exclusively in German.

10-12 Gaede, William R., and Daniel
7-9 Coogan, eds. **STIMMEN DER ZEIT.**
III-VI Rev. HOLT, 1962. Extracts. 222 pp. $3.40.

1E, 2E, 3E, 4E
Collection of contemporary stories and poems includes works of well-known authors and those of the generation since World War II. Each selection preceded by short biographical sketch. Rich end vocabulary and ample exercises to check comprehension and stimulate discussion in German.

10-12 Hauptmann, Gerhart. **BAHNWÄRTER**
III-IV **THIEL.** HUEBER, 1964. 87 pp. Paper $1.25.

1E, 2E, 4A
German and English on facing pages. Better suited for individual reading. Classroom use would be restricted because of the availability of translation. Good introductory notes.

10-12 Hofmannsthal, Hugo von. **ARABELLA.**
II-III Ed. Hugo Schmidt. NORTON, 1964. 96 pp. Paper $1.25.

1E, 2E, 3A, 4A
Delightful three-act lyric comedy introducing the student to life and customs of Vienna of the last century. Language simple enough to be read in second year. No exercises, but questions about plot can be used to ascertain comprehension.

10-12 Huch, Ricarda. **DER LETZTE SOMMER.**
II-III Simplified. Dieter Cunz, ed. NORTON, 1964. 125 pp. Paper $1.25.

1E, 2A, 3A, 4A
A good introduction to the works of a great woman writer in German literature. An exchange of letters through which the ideas of the individuals and their personalities are portrayed. Page notes and end vocabulary are sufficient for understanding, but exercises are limited to question and answer type based on content.

10-12 Klier, Linde, and Uwe Martin, eds.
II-III **DEUTSCHE ERZÄHLUNGEN.** Simplified. HUEBER, 1963. 80 pp. Paper $1.25.

1E, 2E, 3E, 4A
Collection of stories appealing to foreigners. Graded for difficulty. Selected on the basis of usability for class discussion in German. Brief biographical sketch of each author is given as well as exercises to promote discussion. Well prepared and practical reader.

10-12 Kriegel, F., and G. L. Tracy, eds.
II-III **DEUTSCHE GEDICHTE.** AM. BOOK, 1963.

100 pp. Paper $1.50.

1E, 2A, 3A, 4A

Poems of many types are arranged chronologically from Opitz to Haushofer. Visible page glosses rather than an end vocabulary are included. Biographical and critical headnotes serve as brief introduction to each poet's work and place in German literature. This is good for intermediate level.

10-12 Lawson, Richard H., ed. **NOVELLEN**
III-IV **AUS WIEN**. SCRIBNER, 1964. 156 pp.
Paper $2.35.

1E, 2E, 3E, 4A

A cross-section of the best in Austrian literature, designed for intermediate students. Includes Grillparzer, Schnitzler and Lernet-Holenia. Visible marginal glosses are provided plus an end vocabulary. Extensive questions and exercises. Apparatus and exercises are very helpful to the teacher.

10-12 Lenz, Siegfried. **JÄGER DES SPOTTS**
7-9 **UND ANDERE ERZÄHLUNGEN**. Ed. Robert
II-IV H. Spaethling. NORTON, 1965. 83 pp.
Paper $1.25.

1E, 2E, 3E, 4A

Modern German short stories appealing to American high school students. Good introduction in English. Visible vocabulary and also end vocabulary. Ample comprehension exercises at back of book. Can be used as early as Level II in junior high school.

10-12 McCluney, Daniel C., Jr. ed. **LESEN**
7-9 **UND HÖREN**. NORTON, 1963. 209 pp.
III-IV Paper $3.95. Five 7 in. 3 3/4 ips.
dual-track tapes $50.00 or on loan for duplication. Teacher's Correction Key available on adoption of program.

1E, 2E, 3E, 4A

Excellent collection of contemporary stories which are easy and interesting. Extensive end vocabulary and footnotes. It has not only printed questions to test reading comprehension, but also taped auditory comprehension exercises to which the student responds on answer sheets which can be torn out and given to the teacher.

10-12 Meyer, Conrad Ferdinand. **GUSTAV**
II-IV **ADOLFS PAGE UND ACHT GEDICHTE**.
Simplified. Ed. Else M. Fleissner. SCRIBNER, 1964. 120 pp. Paper $2.35. Three 7 in. 7 1/2 ips. dual-track tapes $30.00. Three in. demonstration tape available upon request.

1E, 2E, 3E, 4A

Attempts to combine literary appreciation with reading practice at an elementary or intermediate level. Each chapter of the story is followed by questions and grammatical exercises. Poems followed by interpretation in German and questions in German. Marginal notes and end vocabulary. Excellent accompanying tapes contain literary text and questions.

10-12 Rechtschaffen, Bernard, Conrad P.
I-II Homberger, and Victor Bobetsky,
eds. **LITERATUR FÜR DEN DEUTSCHUNTERRICHT, ERSTE STUFE**. Abridged. AM. BOOK, 1964. 97 pp. Paper $1.75.

1E, 2A, 3E, 4A

High caliber material on a linguistically simple level for beginners. Each prose selection is introduced by brief headnotes. *Fragen* help with comprehension. Visible page vocabulary helps encourage student in rapid, fluent reading. Selections varied and appealing.

10-12 Reichmann, Eberhard, and Donald H.
7-9 Crosby, eds. **DER DICHTER SPRICHT**.
I-III GINN, 1962. Illus. 112 pp. Paper
$2.00. Three 7 in. 71/2 ips. full-track tapes $15.00.

GERMAN

1E, 2A, 3E, 4A
Compilation of 64 poems for use at elementary-intermediate level. Sampling of the finest achievements of the German spirit from the Middle Ages to the present. Selections are representative of their literary epoch, not too problematical, and they permit fruitful classroom discussion. Grouped thematically rather than chronologically.

10-12 IV-VI Reisinger, Ernst. **GOETHE, LEBEN UND WERK.** 3rd rev.ed. Schriftenreihe des Goetheinstituts, Band 4. HUEBER, 1958. Illus. 240 pp. $3.25.

1E, 2E, 3A, 4E
Introduces Goethe and puts often-quoted passages in their proper place in Goethe's life and works. Marginal notes facilitate reference. Coverage excellent and scholarly. Primarily for college use but can be used with an advanced or accelerated high school class.

10-12 II-III Schaum, Konrad, ed. **DEUTSCHE LYRIK.** NORTON, 1963. 95 pp. Paper $1.25.

1E, 2A, 3A, 4A
A good supplement to the usual texts available. Selections are representative of major authors in German literature. Has no notes or autobiographical sketches of authors and can, therefore, only be used in classes which have a good grasp of the language and can understand political ideas and concepts.

10-12 7-9 II-III Tucholsky, Kurt. **KURT TUCHOLSKY: EINE AUSWAHL.** Ed. Egon Schwarz. NORTON, 1963. 126 pp. Paper $1.25.

1E, 2E, 3E, 4A
Witty and entertaining selections from one of the most widely-read authors in post-war Germany. Divided into six major groupings with a variety of short selections in each. No selection longer than five or six pages. Each unit has variety of questions for oral and written comprehension. Subject matter different from usual reading texts. Practical linguistically and entertaining.

10-12 III-IV Weidemann, Margit and Henrik. **AUS DEUTSCHER DICHTUNG.** 2nd ed., rev., enl., abr. HUEBER, 1963. 164 pp. Paper $1.55.

1E, 2A, 3A, 4A
Good anthology of excerpts from Walter von der Vogelweide to Werner Bergengruen. Good introduction to poetry for high school students. Biographical sketches and vocabulary all in German.

10-12 II-IV Zerner, Marianne, ed. **ERZÄHLUNGEN AUS DER DEUTSCHEN ROMANTIK.** The Scribner German Series. SCRIBNER, 1964. 180 pp. Paper $2.75.

1E, 2E, 3E, 4A
Includes three good samples of the German Novelle: Eichendorff's Das Marmorbild, Brentano's Kasperl, and Hoffmann's Rat Krespel. Each story has a three- or four-page introduction to the author, style, and subject matter. Good end vocabulary and ample notes and vocabulary (visible) on each page. Exercises, in the form of questions, in the back of the book. Excellent for introducing the American student to German Romanticism and the German Novelle.

PERIODICALS

T **KURIER.** Sandy Koffler, ed. UNESCO. Many illus. 11 issues yearly. $.30 ea. $3.00 yearly.

1E, 2E, 3E, 4E, 5E
A broad variety of topics to suit all interests--scientific, literary, geographic, and many others. Profusely illustrated.

GERMAN

10-12 **LANGENSCHEIDTS SPRACHILLUSTRIERTE.**
7-9 Schulz, Dora, ed. LANGENSCHEIDT.
I-II Illus. 6 issues yearly. $.25 ea.

1E, 2E, 3E, 4A, 5E
This language magazine offers a variety of material from the serious to the comic. The short anecdotal type stories are excellent and lend themselves well to class discussion and conversation. The language is authentic "Umgangssprache" and provides a change from the more usual printed materials. A series of lessons in an elementary German course is included. Published every two months. Well worth the price.

7-9 **DIE MUTTERSCHULE.** HUEBER. Pada-
4-6 gogische Arbeitsstelle, Bonn. 10
I-II issues per year. Booklets 1-10 $.35 ea. or $3.00 yearly by subscription. Booklets 11-17 $.50 ea. or $4.50 yearly by subscription.

1E, 2A, 3A, 4A, 5E
Seventeen booklets called "letters." Each booklet deals with a topic such as family, school, weather, neighbors, etc. Excellent for FLES Program or beginning classes of junior high school. The booklets are attractive to children. Colored covers, color illustrations, cut-out pictures, and pictures to color. Each booklet can be covered in one month.

7-9 **DAS RAD.** SCHOLASTIC. Many illus.
I-II 9 issues per school year. Approx. 8 pp. Classroom subscriptions: $.75 ea. per year. Single subscription: $1.00 each per year.

1E, 2E, 3A, 4E, 5E
Interesting, colorful, and very well illustrated with easy puzzles and questions to some of the stories. Not too weighty for junior high but still challenging.

10-12 **DER ROLLER.** SCHOLASTIC. Many il-
II-III lus. 9 issues per school year. Approx. 8 pp. Classroom subscriptions: $.75 ea. per year. Single subscription: $1.00 ea. per year.

1E, 2E, 3A, 5E
Informative, well illustrated, and full of cultural material which can be used to good advantage in teaching geography and history. An excellent supplement for second and third year students. To the second year it is a challenge; for the third it is material they can read easily. Cultural materials are valuable. No exercises or questions.

10-12 **UNSERE ZEITUNG.** Ed. Harry Neumann.
IV-VI Goethe-Institut, München. Distr. GER. NEWS. Illus. Monthly. Approx. 6 pp. $2.40 per year. This magazine was evaluated in SLOM, 1962. However, it now includes a record, distributed by Goldsmith's. Newspaper, record, and English translation of recorded articles $18.50 per year.

1E, 2E, 3E, 5E
Slightly edited or shortened articles from such leading newspapers as "Die Welt," "Rheinischer Merkur," "Die Zeit," and "Stuttgarter Zeitung." One column on each page has the more difficult vocabulary defined in simplified German or translated into English, French, and Spanish.

REFERENCE GRAMMARS

T Kufner, Herbert L. **THE GRAMMATICAL STRUCTURES OF ENGLISH AND GERMAN.** An Analysis of Structural differences between the two languages with emphasis on the problems of German syntax. CHICAGO, 1962. 106 pp. Paper $2.00.

1EAU, 2AAU, 3EEU, 5AAU
Analysis of characteristic sentence patterns and their contrastive comparison on linguistics

basis. Highly theoretical with much linguistics terminology. Little direct practical application for the high school teacher.

T
10-12
V-VI

Martens, Carl and Peter. **PHONETIK DER DEUTSCHEN SPRACHE I: PRAKTISCHE AUSSPRACHELEHRE.** HUEBER, 1961. Illus. 293 pp. $5.75.

1AAE, 2E, 3E, 4A, 5AE
Thorough and complete. Indispensable as reference for spoken language, especially with accompanying "Übungstexte" which contains wealth of minimal pairs.

T
10-12
V-VI

_____. **ÜBUNGSTEXTE ZUR DEUTSCHEN AUSSPRACHE.** Student Workbook to Phonetik Der Deutschen Sprache I. HUEBER, 1962. 95 pp. Paper $1.25.

1E, 2E, 3E, 5A
Wealth of illustrated accoustic examples, especially minimal pairs. A must for the teacher of German and useful for advanced high school students. Accompanying record.

T
10-12
V

Moulton, William G. **THE SOUNDS OF ENGLISH AND GERMAN.** A systematic Analysis of Contrasts between the Sound Systems. CHICAGO, 1962. 145 pp. $2.75.

1EEA, 2EEA, 3E, 5EAA
A careful analysis of the individual sounds and sound systems and a thorough discussion of the differences between them. Essential for teacher reference and for help in assisting students to acquire a good pronunciation of German. Contrastive approach valuable, but teachers will have to set up their own lists in which principles are applied. Since most teachers are not able to read phonetic transcript, a record with actual sounds of examples would be useful.

T
VI

Schulz, Dora, and Heinz Griesbach. **GRAMMATIK DER DEUTSCHEN SPRACHE.** 2nd rev. ed. HUEBER, 1962. 445 pp. $4.80.

1EEA, 2EAA, 3E, 4EAA, 5EAA
Very detailed coverage. Material clearly organized with an original numbering and coding system allowing quick identification of items. Terminology new in treating syntactical material because of new theoretical basis. Probably the best descriptive grammar of modern colloquial German. Though not specifically designed for the American teacher and student, it is nevertheless indispensable for them.

REVIEW GRAMMARS

10-12
II-IV

Cochran, Emory E. **A PRACTICAL GERMAN REVIEW GRAMMAR.** 2nd ed. PRENTICE, 1963. 484 pp. $5.25.

1A, 2A, 3A, 4A, 5A, 6A, 7A, 8A, 9A, 10A, 11A
Few exercises except those which require English to German translation. However, the limited vocabulary makes the book adaptable to intermediate or advanced courses.

10-12
III

Röseler, Robert. **GERMAN IN REVIEW.** 3rd ed. HOLT, 1961. 314 pp. $3.80.

1A, 2A, 3A, 4A, 5A, 6E, 7A, 8A, 9A, 11A
A good summary of German grammar for supplementary use. Good exercises for practice exercises can be done orally and in writing. Format is rather dull. No supplementary tape drills and no attempt to separate oral and written grammar.

GERMAN

SUPPLEMENTARY MATERIALS

8-12 **GERMAN BINGO.** Vol. II. Compiled by Christobel M. Cardell. WALCH, 1963. $3.00.

A good game idea in book form. Cards divided into three categories: nouns, verbs, ajectives and adverbs. Both students and teachers will find it worthwhile. Recommended as vocabulary builder.

10-12 **COMPACT FACTS: GERMAN GRAMMAR.** VEA. Fifty-nine 2" x 4" cards. $1.50 per set.

Complete set of all German Grammar except verbs. Reviews and condenses the most important grammar points in German, clearly and directly. Students will find this an excellent review to have at their finger tips.

10-12 **COMPACT FACTS: GERMAN VERBS.** VEA. Fifty-seven 2" x 4" cards. $1.50 per set.

Excellent review of weak and strong verbs in all tenses, moods, and voices. Especially good for individual drill.

T
10-12 Cuthbertson, Stuart. **THE CUTHBERTSON VERB WHEELS.** German Verbs. HEATH, 1935. $.80.

Easy reference to principal forms of many verbs.

10-12 Hofacker, Eric. **TOWARD FLUENCY IN SPEAKING AND WRITING GERMAN.** SCRIBNER, 1963. Illus. 275 pp. $4.75. Seven 7 in. 7 1/2 ips. dual-track tapes $70.00. Three in. demonstration tape available upon request.

Concentrates on one area of language learning instead of systematic development of all skills. Difficult to fit into a school program.

10-12 Lederer, Herbert, and Werner Neuse. **KLEINES AUFSATZBUCH.** HOLT, 1961. 154 pp. $3.40. Three 7 in. 7 1/2 ips. dual-track tapes. Approx. 30 min. each. $22.50 or on loan for duplication. Script upon request.

This set of materials should properly be placed under the category "Composition" for which no specific criteria were developed for SLOM. The aim is to maintain audio-lingual skills while building writing skills. The book is interesting and provides for stimulating writing activities and laboratory drills. The tapes consist of a partial reading of a narrative which also appears in the text, followed by questions and pauses for student response. Correct answers are then given. Some supplementary drills of various types are also included.

Mathieu, Gustave, Guy Stern, and Everett F. Bleiler. **LISTEN AND LEARN GERMAN.** Performed by André von Gronicka, Hilde von Gronicka, and Gustave Mathieu. DOVER. Three 12 in. 33 1/3 rpm. discs. Approx. 1 1/2 hrs. Manual. Booklet. $5.95 per set.

Intended as a self-teaching package. Over 800 sentences, grouped by subjects but not in dialogue form. Most of the recording is very deliberate, though not otherwise distorted; toward the end several dialogues are recorded at normal speed. There are pauses for repeating except in these dialogues. Not recommended for classroom use. Manual gives for each sentence English and German text and phonetic transcription based on English values for the letters. A booklet, Hints on Speaking German, is a simple grammar for basic, conversational use.

GERMAN

Rosenberg, Joseph. **GERMAN, HOW TO SPEAK AND WRITE IT.** Rev. ed. DOVER, 1962. 384 pp. Paper $2.00.

Excellent illustrations, examples and idiomatic expressions. Tremendous amount of new vocabulary which is taken up according to groups (sports, school, etc.). Good spacing. For use only as self-study travel aid.

T Schmitz, Werner. **DER GEBRAUCH DER DEUTSCHEN PRÄPOSITIONEN.** 2nd rev. ed. HUEBER, 1962. 86 pp. $1.25.

Useful specialized reference. Not for student use.

10-12 7-9 **SPEED COURSE IN GERMAN.** JOLES, 1959. Two 7 in. 33 1/3 or 45 rpm. discs. (Serial Nos. AG 1, 2, 3, 4). Approx. 1 hr. Student's Manual with Text. $2.00 per set.

Strictly for travelers who desire a very superficial knowledge of German. There are no pauses for repetition of sentences that include German sounds which American speakers are likely to find troublesome. Brief Student's Manual with German and English text and introductory instruction.

10-12 Stern, Guy, and Everett F. Bleiler. **ESSENTIAL GERMAN GRAMMAR.** DOVER, 1961. 124 pp. Paper $.75.

Although there are no exercises, the book could be useful as a supplementary reference. Material presented is written so that it can be understood by all students. Rules are given with numberous examples.

NORWEGIAN

BASIC TEXTS

10-12 Haugen, Einar, and Kenneth G.
7-9 Chapman. **SPOKEN NORWEGIAN.** 2nd
I ed., rev. HOLT, 1964. Illus. 478 pp. $7.50. Fourteen 7 in. 7 1/2 ips. dual-track Tape Set. Approx. 13 hrs. $105.00 or seven 7 in. 3 3/4 ips. dual-track Tape Set $70.00. Tapes also available on loan for duplication. Ten 12 in. 33 1/3 rpm. Record Set $48.00. Teacher's Manual and Key, 57 pp., $1.20. Free to teachers upon adoption of the text.

(Text) 1A, 2E, 3E, 4E, 5A, 6E, 8A, 9A, 10E
This text, the best published to date, is divided into 25 lessons. Each lesson is divided into two parts, and each part contains one page of large print conversation based on topics and situations encountered in Norwegian urban life. The English equivalents and phonetic spellings are conveniently printed on the opposite page. Each lesson includes exercises, consisting of pattern drills, questions, listening drills, suggested situations around which conversations can be built, and a discussion of some aspect of grammar. The book provides most of the answers pertaining to structure, but the method used has some cumbersome features. The illustrations, format, and printing are superb.

(Tapes) 1EEA, 2EEA, 3EEA, 4EEA, 5E, 6E, 7E, 8E, 9E, 10EAA, 11EAA, 12EAU, 13EEA, 14EAA
Ideal for both independent and classroom study. Technical quality is excellent and the voices (both masculine and feminine) are generally clear, natural and pleasant. With only a few exceptions, each lesson contains materials forlistening, repetition, and response. The use of two voices for pattern drills seems unnecessary. These tapes together with the text constitute the best material now available for beginning study of Norwegian.

BOOKS OF CULTURE & CIVILIZATION

10-12 Asbjornsen, P.C., and Jorgen
7-9 Moe. **A TIME FOR TROLLS.** Selected and translated by Joan Roll-Hansen. TANUM, 1962. Many illus. 74 pp. Paper $2.25.

1A, 2A, 3A, 4A, 6AUU
A collection of representative folk tales with an informative but not entirely adequate introduction. The translation is satisfactory, but not excellent. The book can be used as supplementary reading in first year language and in culture and civilization courses. Second year students can read these tales in the original. The paper, printing, and binding are of mediocre quality.

10-12 Pivot, Silvian. **NORWAY.** Translated from the French by Alisa Jaffa. VIKING, 1963. Illus. 192 pp. Paper $1.45.

1EAA, 2A, 3A, 4A, 5EAA, 6EEA
Geography, politics, history, literature, music and art. Because the approach is seemingly more oriented to the prospective traveler than to the student, the book can best serve as supplemental reading. The interpretation of the country is

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original and at times bold, revealing a distinct one man's view. Though revised for an English and American public, it is still evident that the book was written for Frenchmen.

BOOKS OF SONGS

K-6 Alfsoe, Ragna, and Hjalmar Helgesen. **BARNAS SANGBOK for Skole og Hjem.** TANUM, 1950. Illus. 180 pp. Approx. $1.50.

1A, 2A

Although not intended for foreign students, this song book can be useful for the instruction of children in the classroom and in language camps. It contains no explanation of the songs, no vocabulary list, and no English texts. The songs, both traditional and modern, are grouped according to type. Some Swedish and Danish songs are also included.

DISCS & TAPES: SONGS

7-12
VI **SCANDINAVIAN FOLK SONGS.** Sung by Arne Dørumsgaard and Saga Sjøberg. MONITOR, 1963. One 12 in. 33 1/3 rpm. disc. (Serial No. MF 333). $4.95.

1A, 2AU, 3U, 4A, 5A, 6A, 8A, 9A

Excellent for giving insight into Scandinavian folk culture. Nine of the songs are Norwegian; the rest are Swedish and Finnish. Though some of the selections might be questioned, all of the songs are authentic, arranged in good taste, and performed well. Most of the language is dialectical.

LINGUISTICS

T
V-VI Popperwell, R. G. **THE PRONUNCIATION OF NORWEGIAN.** CAMBRIDGE UNIV., 1963. Illus. 229 pp. $8.00. Accompanied by one 7 in. 45 rpm. disc.

1AUU, 2EEA, 3A, 4A

A generally reliable guide to contemporary Norwegian pronunciation, best used by teachers to implement their own knowledge, and by advanced students who wish to perfect their pronunciation. Contains numerous diagrams and a concluding word-index of 40 pages. Not in the strictest sense a work in descriptive linguistics for no attempt at phonemic analysis is made. Oriented toward the traditional language teacher. Thoroughness is its main virtue; an outdated approach is its main defect. One 7 in. 45 rpm. disc, The Pronunciation of Norwegian, accompanies the book.

MAPS

10-12 **KARTBOK OVER NORGE.** CAPPELENS, 1963. Colored. Relief-like. 34 pages. 17 pages of sectional maps. Paper $1.25.

1E, 2E, 4E

Prepared in atlas manner, this book of sectional maps of Norway is ideal for classroom use. Because it is inexpensive, each student can own a private copy. A complete index provides for easy location of cities, villages, mountains, fjords, lakes, rivers, and glaciers.

NORWEGIAN

REFERENCE GRAMMARS

T Berulfsen, Bjarne. **NORWEGIAN**
10-12 **GRAMMAR.** ASCHEHOUG, 1963.
IV-VI 81 pp. Paper $2.00.

1A, 2A, 3A, 4U, 5A

Survey of grammar by parts of speech, with an introductory description of sounds and a final section on word order. Traditional in organization, accurate though incomplete in statement. Can be used for reference by advanced students. It would be most useful for the teacher. Has no index but a very complete table of contents.

SUPPLEMENTARY MATERIALS

T Hove, Olav. **AN OUTLINE OF**
10-12 **NORWEGIAN EDUCATION.** 2nd ed., rev. Royal Norwegian Ministry of Foreign Affairs (Office of Cultural Relations) and the Royal Norwegian Ministry of Church and Education, 1958. Illus. 189 pp.

Out of print. For information concerning a new, revised edition write the Cultural Attaché, Norwegian Embassy, Washington, D.C.

A valuable reference for both teacher and student seeking information about the administration, organization, and content of Norway's educational system. The courses of study leading to the university and other schools of higher learning are clearly outlined. Diagrams assist the reader in seeing details in their proper context. In addition to an index, there are seven pages of "definitions" where ready answers are available for standard questions.

POLISH

DICTIONARIES

T Stanislawski, J. **ENGLISH-POLISH**
10-12 **AND POLISH-ENGLISH DICTIONARY.**
II-IV McKAY. 879 pp. $5.50.

1E, 2A, 3A, 4A, 7A, 8A, 9A
This one-volume work for many years has been the best English-Polish and Polish-English dictionary. Its portability and reasonable price commend it for student use as well as teacher reference.

ELEMENTARY READERS

10-12 Fischer, Hans. **O KOTKU KTÓRY NIE**
7-9 **CHCIAŁ BYĆ KOTKIEM.** PACKAGE,
I-II 1957. Many color illus. 31 pp.
Paper $1.50.

1A, 2A, 5A
About animal life. Acceptable as auxiliary reader in second semester of elementary course or in first semester of intermediate course.

K-3 Mother Raymond de Jésus. **POLISH ELEMENTARY SERIES: Book 1. DZIEŃ DOBRY.** ALLYN, 1963. Many illus. 96 pp. $1.16. Teacher's Manual. Many illus. 96 pp. + 43. $1.16.

3A, 4A, 5A
A connected, pictorial narrative dealing with the life of an average child. It presents in very simple illustrations objects and events with which a child is familiar. Since many religious objects are included, its use will probably be confined to Catholic schools.

4-6 Ozogowska, Hanna. **MARCINKOWE**
I-II **WIERSZYKI.** PACKAGE, 1959. Many
color illus. 32 pp. Paper $1.50.

1A, 2A, 5A
A children's reader, with many delightful color drawings which would appeal to young children. No aids for the foreign student.

7-9 Szelburg-Zarembina, Ewa. **A...A...**
4-6 **A... KOTKI DWA.** PACKAGE, 1960.
Many color illus. 25 pp. Paper
$1.25.

1A, 2A, 5A
A book of tales in verse about animals and other subjects of interest to young children. Suitable for elementary school and possibly for junior high school.

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RUSSIAN

BASIC TEXTS

10-12 Dawson, Clayton L, Charles E.
I Bidwell, and Assya Humesky.
MODERN RUSSIAN I. HARCOURT, 1964. 480 pp. $6.95. Tapes available.

1E, 2E, 3A, 4E, 5A, 6E, 7A, 8E, 9E, 10E, 11E, 12A, 13A
The format is useful, the comprehensive presentation is in close conformity with the MLA criteria for excellence.

10-12 Doherty, Joseph C., and Roberta
7-9 Lander Markus. **FIRST COURSE IN**
I-III **RUSSIAN.** 3 vols. HEATH. Illus. Vol. 1, 240 pp., $3.52. Vol. 2, 256 pp., $3.52. Vol. 3, 296 pp., $3.76. Two 7 in. 3 3/4 ips. dual-track tapes $20.00.

(Text) 1A, 2A, 3E, 4A, 5A, 6AUUU, 7EAAA, 8AUUU, 9EAAA, 10A, 11EAAA, 12U, 13A
A rich presentation with the minimum concentration on listening and speaking allowable by MLA criteria. Maximal vocabulary. The density of material, combined with lucidity of analysis, may compensate for the lack of a manual.

(Tapes) 1A, 2A, 3A, 4A, 5A, 6A, 7A, 8U, 9A, 10A, 11A, 12A, 13A, 14A, 15A, 16A
Very small increments. These tapes are perhaps more appropriate for grades 7-9 in view of the speaker's tendency to make concessions to naturalness for the sake of clear diction.

10-12 Fairbanks, Gordon H., and Richard
7-9 L. Leed. **BASIC CONVERSATIONAL**
I-II **RUSSIAN.** HOLT, 1964. Illus. 397 pp. $5.40. Two 12 in. 33 1/3 rpm. discs. 90 min. $7.50. Six 7 in. 3 3/4 ips. dual-track tapes, $60.00 or twelve 7 in. 7 1/2 ips. dual-track tapes, $90.00. Tapes also available on loan for duplication.

(Text) 1E, 2A, 3A, 4A, 5EAAA, 6A, 7A, 8EEEA, 9EEEA, 10A, 11EAAA, 12U, 13A
This text generally reflects current linguistic generalizations concerning language as behavior. Student's performance is primarily in Russian, rather than in English about Russian. Contains end vocabularies; grammar and pronunciation. The transformation exercises are very adequate and the variety of fonts employed makes the presentation of structures neatly accessible. No manual.

(Tapes) 1A, 2A, 3A, 4A, 5A, 6A, 7A, 8A, 9A, 10A, 11A, 12A, 13A, 14A, 15A, 16U
Some voices, particularly the female ones, are poor in tone reproduction, but in general, these tapes are of high quality.

10-1 von Gronicka, A., and Helen Yakobson.
I-II **ESSENTIALS OF RUSSIAN.** 4th ed. PRENTICE, 1964. Illus. 416 pp. $5.95. Teacher's Key and Answers free on adoption (restricted). One 12 in. 33 1/3 rpm. disc. 50 min. $4.95. Includes Manual containing text and English translation. Tapes available.

(Text) 1A, 2A, 3EAAA, 4U, 5AUUU, 6U, 7A, 8EUUU, 9A, 10EAAA, 11A, 12U, 13A
Clearly printed. Considerable supplementary attention to speaking and listening skills will be required by teachers choosing this text. Structures and verb systems are strongly presented.

(Disc) 1A, 2A, 3A, 4A, 5A, 6A, 7A, 8A, 9A, 10A, 13A, 14A
Increments seem large in conversation section. Materials lack substitution drills. Listening comprehension use would probably be most rewarding as compared with other uses.
For tapes see: RUSSIAN PATTERN

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RUSSIAN

DRILLS by Wasyl Jaszczun, Tatiana S. Kelly, and Joseph A. Mastronie under DISCS & TAPES: LANGUAGE.

10-12 Poltoratzky, Marianna, and Michael
7-9 Zarechnak. **RUSSIAN: FIRST BOOK.**
I-II 2 vols. BRUCE. Part 1, 1960, color illus. 278 pp., $4.50. Part 2, 1961, color illus. 340 pp., $5.25. Tapes available.

1A, 2A, 3A, 4A, 5U, 6A, 7A, 8A, 9A, 10A, 11A, 12U, 13AAAU
The visual aids which accompany the text are highly stimulating for conversation. The frequency with which Russian material is accompanied by a parallel English version, however, is disadvantageous. There are so many typographical errors that the student's confidence in the text will be adversely affected.

10-12 ______. **RUSSIAN: SECOND BOOK.**
7-9 BRUCE, 1965. Illus. 3.98 pp. $6.50.
II

1A, 2A, 3A, 4A, 5A, 6A, 7A, 8A, 9A, 10A, 11A, 12A, 13A
Maximum vocabulary, not always well chosen. The present volume is superior to the first two volumes. There are fewer typographical errors and the exercises have been improved.

10-12 Potapova, Nina. **RUSSIAN:**
I-II **ELEMENTARY COURSE.** 2 vols. 4th ed. FOR. LANG., 1959. Illus. Vol. I, 359 pp., paper, $1.35. Vol. II, 483 pp., paper, $1.45. Records available.

1A, 2AU, 3A, 4EA, 5AU, 6AU, 7A, 8AU, 9A, 10A, 11A, 12U
Conscientious and thorough, this Soviet text does not reflect the same viewpoint as most American texts, either with respect to methodology or cultural presentation. Its value is as a contrastive, serious alternative to those basic texts designed by American teachers for use here, where smaller increments are in greater favor.

10-12 Stilman, Galina, and William E.
I Harkins. **INTRODUCTORY RUSSIAN GRAMMAR.** BLAISDELL, 1964. 574 pp. $7.00. Twenty-six 5 in. 3 3/4 ips. tapes $92.00. Includes Teacher's Manual with English instructions.

(Text) 1A, 2EEEA, 3A, 4EEEU, 5EEEU, 6EEEU, 7A, 8EEEU, 9EEEA, 10EEEA, 11EEEA, 13EEEA
Although designed for college, its use at the advanced secondary level would be a welcome, profitable challenge to instructor and student. The structures are well presented, the grammar, reading and conversation functions of language competence are divided into separate learning units. Highly recommended but stiff.

(Tapes) 1A, 2A, 3A 4A, 5A, 6E, 7A, 8U, 9E, 11E, 12E, 13E 14E, 15E, 16E
Very adequate, especially good transformation drills.

BIBLIOGRAPHIES & RESOURCE LISTS

Horecky, Paul L., ed. **BASIC RUSSIAN PUBLICATIONS: AN ANNOTATED BIBLIOGRAPHY.** CHICAGO, 1962. Russian and English (both with transliteration). 313 pp. $6.50.

1E, 2E, 3E, 4E
An extensive classified bibliography of Russian titles in transliteration and translation recommended to both teachers and libraries. The wide range of subjects will excite the curiosity of students, suggest fields of research, and introduce much specialized vocabulary. Teachers will be encouraged to explore beyond the routine of daily classes, increasing their professional competence.

CHECKLIST OF PAPERBOUND BOOKS ON RUSSIA. Compiled by Sherman D. Spector. NYBE. 63 pp. Mimeo. $.65 or free to teachers of undergraduate Russian. Apply to Foreign Area Materials Center, University of the State of New York, The State Education Department, 423 West 118 Street, New York, New York 10027.

1A, 2A, 3A, 4A, 5A
Useful for planning independent and concise reading lists.

BOOKS OF CULTURE & CIVILIZATION

T Alexandrova, Vera. **A HISTORY OF
10-12 SOVIET LITERATURE (1917-1964)
VI FROM GORKY TO SOLZHENITSYN.**
DOUBLEDAY, 1964. 464 pp. Paper $1.45. Written in English.

1E, 2E, 3E, 4E, 5E, 6E
This sophisticated, extremely interesting and well-written survey of Soviet literature requires a background knowledge of the Russian and Soviet scene in order to enjoy fully the intellectual and literary nuances of the author's views. The secondary school student is not likely to be culturally or intellectually equipped to absorb the scope and subtle insights. Useful as a reference work for term papers or as a supplementary outside reading assignment for the brighter students.

10-12 Poltoratzky, Marianna A. **RUSSIAN
IV FOLKLORE.** RAUSEN, 1964. Illus.
303 pp. Paper $4.75.

1E, 2E, 3E, 4E, 5E, 6E
Designed as a text in Russian folklore, the book contains a wealth of material, accented, carefully arranged, and presented with helpful notes and separate vocabularies for the selections. A valuable source of cultural information, it is an excellent supplement to any course in literature. A very attractive book.

BOOKS OF SONGS

10-12 De Cesare, Ruth, comp. **PESNI DLIA
7-9 RUSSKOGO KLASSA (SONGS FOR THE
RUSSIAN CLASS).** MILLS, 1961. Piano accompaniment. Guitar chords. 17 pp. Paper $1.00. Disc available.

1E, 2A
Sixteen songs prefaced by a vocabulary list instead of an English translation of the whole song. Several of the songs, such as Stenka Razin, have been cut so short that the story interest is lost. There is no background or historical material to aid the non-native teacher. Among the more familiar songs to American students of Russian are "Volga Boatmen" and "The Birch Tree."

10-12 Rubin, Rose N., and Michael Still-
7-9 man, comps. **A RUSSIAN SONG BOOK.**
RANDOM, 1962. Texts. English translation. Piano accompaniment. Guitar chords. Illus. 197 pp. $3.95.

1E, 2E
Contains 44 folk and popular songs. A list of records containing most of the songs is given and guitar chord fingering charts are included. Many of the better-known songs are included. There is an excellent introduction which should be invaluable to a non-native teacher. The Russian text is sandwiched between a free English translation and a transliteration, which seems to be a definite drawback. Complete texts are given. A good song book for clubs and classes. The introduction and notes add to the value of the book.

DICTIONARIES

10-12 Akhmanova, O. S. **ANGLO-RUSSKIJ
7-9 SLOVAR'.** 12th ed. State Publ.
II-IV House of Foreign and National
Dictionaries, 1961. FOUR CONT. 590 pp. $1.50.

1A, 2A, 3A, 4A, 7A, 8A, 9A
Contains around 20,000 words. Was intended originally for Russians studying English, and consequently, the introduction is in Russian.

Includes a list of Russian and English equivalents of geographical terms.

10-12 ______. **RUSSKO-ANGLIJSKIJ**
7-9 **SLOVAR'**. 14th ed. State Publ.
II-IV House of Foreign and National
Dictionaries, 1962. FOUR CONT.
492 pp. $1.50.

1A, 2A, 3A, 4A, 7A, 8A, 9A
Contains about 25,000 words. Was intended originally for students in Russia who are studying English. A resultant disadvantage is that the foreword and most abbreviations are in Russian. Very weak in regard to morphological information about Russian.

10-12 Benson, Morton. **DICTIONARY OF**
V-VI **RUSSIAN PERSONAL NAMES.** University of Pennsylvania Studies in East European Languages and Literatures. PENN PRESS, 1964.
175 pp. $4.75.

1E, 2E, 7E, 8E, 9E
Superior to Bylinskij's 1960 stress dictionary in its more even coverage of surnames and in its careful consideration of name stress principles. The first thorough work since Ogienko in 1912. Well organized, with observed variant stresses included. Fills a hitherto striking gap in stress documentation. Excellent for advanced students. Also lists diminutive forms of Russian given names. Includes a table of transliteration.

10-12 Folomkina, S., and H. Weiser.
II-III **LEARNER'S ENGLISH-RUSSIAN DICTIONARY.** State Publ. House of Foreign and National Dictionaries. MOSCOW, 1962. 655 pp. $1.50. MIT, 1963. 744 pp. $5.00.

(MOSCOW) 1E, 2A, 3E, 4E, 7A, 8A, 9A
(MIT) 1E, 2A, 3E, 4E, 7A, 8E, 9E
Intended for use by English-speaking students, this dictionary is of very limited scope and contains only around 3,500 words. Both versions contain a section on grammatical rules. The MIT edition reprints the sections on pronunciation and endings from Lapidus' Dictionary and contain a brief chapter on Russian spelling.

T Lapidus, B.A., and S.V. Shevtsova.
10-12 **RUSSIAN-ENGLISH DICTIONARY FOR THE FOREIGN STUDENT.** MOSCOW, 1962.
652 pp. $1.50. **LEARNER'S RUSSIAN-ENGLISH DICTIONARY.** MIT, 1963.
688 pp. $5.00.

(MOSCOW) 1E, 2A, 3E, 4E, 7A, 8A, 9A
(MIT) 1E, 2A, 3E, 4E, 7A, 8E, 9E
A good small dictionary. Although both versions appear to be identical, the Moscow edition claims to contain 11,000 words while the MIT reprint claims only 3,500 words! The first estimate is probably the correct one. The dictionary provides much information on the pronunciation and morphology of Russian. Some of the information on case endings is ambiguous. The MIT edition separates the explanations for usage of the dictionary from the grammar tables and explanations of phonetics.

10-12 O'Brien, M.A. **NEW ENGLISH-RUSSIAN**
IV-VI **AND RUSSIAN-ENGLISH DICTIONARY.**
DOVER, 1944. 366 pp. Paper $2.00.

1A, 2A, 3A, 4A, 7A, 8A, 9A
This is a handy dictionary for the intermediate student. Because of space limitations, its treatment of phraseology is minimal. After 20 years, this is still the most popular one-volume dictionary with Russian-English and English-Russian sections. Its worst defect is the

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incongruous grouping of the material.

DISCS & TAPES: CULTURAL

10-12 Moussorgsky, Modest Petrovich.
IV-VI **BORIS GODUNOV.** Performed by Boris Christoff and the Chorus of the National Opera House of Sofia and Paris Conservatoire Orchestra. ANGEL. Four 12 in. 33 1/3 rpm. discs. (Serial No. DL 3633). $19.98. Includes handsome Russian text with accents and the English translation.

1A, 2A, 4E, 5E, 6E, 7E, 8E, 9E
Very good supplement for advanced classes. Excellently presented. Voices clear. Text accompanying is complete, giving background information, synopsis of the plot and the complete libretto in Russian, English transliteration and English translation.

10-12 ______. **MOUSSORGSKY MELODIES.** Sung
IV-VI by Boris Christoff. ANGEL. Four 12 in. 33 1/3 rpm. discs. (Serial Nos. 35602, 3, 4, 5). $4.98 ea. Text.

1A, 2A, 4A, 5E, 6E, 8E, 9A
Excellent supplementary material that could be used to advantage in Russian clubs. Soloist exceptionally clear. Book accompanying the records is quite beautiful, containing the complete text in Russian, English, French, and Italian, and has many vivid illustrations of cultural significance. The language in some of the songs is quite difficult.

DISCS & TAPES: LANGUAGE

7-9 Clement, Alexis. **BASIC RUSSIAN**
4-6 **THROUGH CONVERSATION.** WILMAC. Two
I 12 in. 33 1/3 rpm. discs. (Serial No. WRS-212). 60 min. $9.95 or two 7 in. 3 3/4 ips. tapes $14.95. Includes text with English and Russian translation. Additional text $.35.

1EEA, 2EEA, 3E, 4EEA, 5EEA, 6EEA, 7E, 8EEA, 9EU, 10EA, 11EA, 12E, 13E, 14E, 15E
Commences with the Russian alphabet and proceeds step by step to very brief conversational units. The text gives explanations to some grammatical problems and has a Russian-English vocabulary at the end. The whole Russian text is stressed. It can be employed with profit as a conversational supplement to a basic class text. The material is, however, dull and spoken very slowly.

10-12 ______. **LEARNING RUSSIAN THROUGH**
7-9 **HUMOR.** WILMAC. One 12 in. 33 1/3
II-V rpm. disc. (Serial No. WRS 223). $5.95 Includes Russian text and English translation of more difficult words and expressions.

1E, 2EEA, 3A, 4EEA, 5EEA, 6EEA, 8E, 12E
The conversations are not always humorous, but they usually hold the student's interest. They are brief, yet they recount an incident. A student will feel comfortable because he will have learned many of the words incorporated in the text. Some intonations are poor.

10-12 Fayer, Mischa H. **READINGS FROM**
7-9 **BASIC RUSSIAN:** Book II. MONITOR.
III-VI Two 12 in. 33 1/3 rpm. discs. (Serial Nos. MR 109, 110). $4.98 ea. Includes Russian text and English translations. Basic Russian: Book II was evaluated in SLOM, 1962.

1EEA, 2EEA, 4E, 5E, 6E, 8E, 9E, 10E, 14E
Helpful to students using Basic Russian, but a more varied, conversational tempo would be preferable to the monotonous reading of the material as recorded here. The tempo is constant throughout. However, these records are extremely

well prepared, and the student will find them of great aid.

10-12 I-II Harvey, Howard G. **PASSPORT TO RUSSIAN.** COLUMBIA REC. Twelve 7 in. 33 1/3 rpm. discs. (Serial No. CFL 5). $10.98. Includes text and dictionary.

1EEA, 2EEA, 3E, 4EEA, 5E, 6EEA, 8EEA, 9EA, 10A, 11EA, 12EA, 13A, 14E

The records and accompanying text are a very good aid to the beginner in his study of Russian, whether for traveling purposes or for the study of the language itself. The vocabulary and dialogues are practical and well organized and presented. Dialogues use words and phrases one would need if traveling in the USSR. The material is contemporary and interesting. A good set of records to accompany the third semester of a formal Russian course.

10-12 I-II Jaszczun, Wasyl, Tatiana S. Kelly, and Joseph A. Mastronie. **RUSSIAN PATTERN DRILLS.** PRENTICE. Fifteen 7 in. 3 3/4 ips. single-track tapes $98.00 with Teacher's Manual. Text $3.95.

1A, 2A, 3A, 4A, 5A, 6A, 7U, 8U, 12U, 14A

Although primarily intended for Essentials of Russian, these tapes are suitable for any Russian language course. The grammar explanations in English on the tape are difficult to follow and will have to be supplemented by the teacher. See: Essentials of Russian by A. von Gronicka and Helen Yakobson under BASIC TEXTS.

7-9 4-6 I-II Nikanov, F. I. **THE RUSSIAN ALPHABET GUIDE.** FOLKWAYS. Two 12 in. 33 1/3 rpm. discs. (Serial No. FI 8160). One hour. $11.90. Includes complete, two-color Visual Chart.

1EA, 2EEA, 3E, 4EEA, 5E, 6E, 7A, 8EEA, 9EA, 10E, 11EEA, 12EA, 14A, 15A

A very helpful device for pronunciation drills. The discs divide the Russian alphabet into three groups: 1) letters similar in appearance and pronunciation to Latin letters; 2) letters similar in appearance to Latin but different in pronunciation; 3) letters mainly of Greek origin. Psychologically such grouping of Russian letters may be of greater advantage to the student than the presentation of the alphabet in chronological order. The printed guide which accompanies the spoken words is artistic and appealing. The use of the red color to emphasize the item to which attention is drawn is a good pedagogical device. This guide can be used in many advanced classes as well to correct students' pronunciation.

10-12 7-9 II-IV Pei, Mario, and F. I. Nikanov. **GETTING ALONG IN RUSSIAN.** Vols. I and II. Performed by F. I. Nikanov and Countess Buxhoeveden. FOLKWAYS. One 12 in. 33 1/3 rpm. disc per ea. vol. (Serial Nos. FI 8161, 8162). $5.95 each with text.

1EEA, 2EEA, 3EEA, 4EEA, 5EEA, 6EEA, 7EA, 8E, 9E, 11A, 12EEA, 13A, 14EEA, 15A

Deals with such topics as passport, baggage, hired conveyance. Contains sections on numerals, places of interest, cable, and telephone. The recorded voices are strong and appealing. The content is of special interest to students who plan to take a trip to the Soviet Union. Some of the vocabulary and common expressions can also be adapted by students, with profit, to local situations. Some wrong stresses are given in the texts.

10-12 III-IV **RUSSIAN - 48 LESSONS. Multilingua.** JOLES. Two 12 in. 33 1/3 rpm.

discs. $9.95 with Manual or two 7 in. 3 3/4 ips. tapes. $13.95. Includes Manual and Grammar Text. Extra set of books, $1.50.

1A, 2A, 3A, 4A, 5A, 6A, 7A, 8A, 9A, 10A, 11A, 12A, 13A, 14A, 15A, 16A
These records will perhaps best serve for home study on a "refresher-course" basis, because they presume a grammatical foundation (to be reactivated) which only second- or third-year students could have. A printed, verbatim, unaccented text with facing translation.

10-12 I-II **RUSSIAN CONVERSATIONS FOR BEGINNERS.** Read by Nicholas Maltzoff and Irina Gsovskaya. MONITOR. One 12 in. 33 1/3 rpm. disc. (Serial No. MR 107). $4.90. Includes complete Russian and English text.

1EEA, 2E, 4E, 5E, 6E, 8E, 9EA, 10E, 12E, 14A
Material relating to everyday life--sentences and phrases which most beginning students need at one time or another. The reading is clear and the tempo is paced slowly, but not so as to distort the sounds.

DISCS & TAPES: LITERARY

10-12 III-VI Chekhov, Anton, Fydor Dostoyevsky, et al. **CHEKHOV, DOSTOYEVSKY AND RUSSIAN FOLK TALES.** Performed by actors of The Moscow Art Theater and The Maly Theater. MONITOR. One 12 in. 33 1/3 rpm. disc. (Serial No. MR 103). $4.98. Includes complete Russian text.

1E, 2E, 3EEA, 4EEA, 5EA, 6E
Short stories and folk tales read by experienced actors. The folk tales will present vocabulary difficulties to students with less than three or four years of Russian, but the other stories are easier. The material is well chosen and interesting. The brisk tempo is appropriate. A printed text is included. Well performed.

10-12 VI Herzen, A. **THE MAGPIE THIEF.** RLS. One 12 in. 33 1/3 rpm. disc. (Serial No. D 012401-02a). $5.95.

1E, 2E, 3E, 4E
It is an exceptionally clear disc and brilliantly read. The student will profit enormously if he will study the text which he himself must first obtain and then listen to the recording.

10-12 V-VI Lermontov, M.Y. **SELECTIONS OF READINGS FROM LERMONTOV.** RLS. One 7 in. 3 3/4 ips. tape. $15.00 with text. Additional copies of text $.40 or 10 for $3.00.

1E, 2E, 3E, 4E, 5E, 6E
The tape is very useful for imitation of the language. The teacher may use it to teach one or two poems by Lermontov. The selections are good and the texts of the songs are provided. Regrettably, the text lacks stresses.

10-12 V-VI Mayakovsky, V. **VERSES.** Performed by. V. Smolensky. RLS. One 12 in. 33 1/3 rpm. disc. $5.95.

1E, 2E, 3E, 4E, 5E, 6E
Some of the poetry read has political connotations. This record can nevertheless be used with great profit by the student who wishes to improve or perfect the intonation and inflection of Russian contemporary diction.

10-12 7-9 V-VI **MODERN SOVIET POETRY AND HUMOR.** Read by Alexander Demidov. FOLKWAYS. One 12 in. 33 1/3 rpm. disc. (Serial No. FL 9962). $5.95 with text.

1E, 2EA, 3E, 4E, 5EA, 6E
These readings from Zoschenko, Yesenin, Mayakovsky are very useful to students as an introduction to authentic Russian literature of the Soviet period. The text is in Russian and English. Accent marks are not given in the Russian text. Some wrong stresses.

R U S S I A N

10-12 III-VI Pasternak, Boris. **POEMS FROM DR. ZHIVAGO.** EBF. One 12 in. 33 1/3 rpm. disc. $5.95 with complete Russian text and English translation.

1E, 2E, 3E, 4E, 5E, 6E
This presentation of Pasternak's poetry will acquaint the student with one of the best sources of talented expression. It will reward the most advanced and committed student.

10-12 VI Paustovsky, C. **SNOW.** Performed by M. Ulyanov. RLS. One 9 3/4 in. 33 1/3 rpm. disc. (Serial No. D 2779-80a). $3.95 with text. Additional copies of text $.20 or 10 for $1.50.

1E, 2E, 3E, 4E, 5E, 6E
A love story accompanied by background romantic music which adds to the lyrical mood. Extremely well interpreted.

10-12 VI Pushkin, A.S. **ABOUT CZAR SALTAN.** RLS. One 12 in. 33 1/3 rpm. disc. $5.95 with text. Additonal copies of texts $.35 or 10 for $2.50

1E, 2E, 3E, 4E, 5E, 6E
This classic story is entertaining and serves a a good example of a Russian fairy tale with a moral.

10-12 VI _____. **THE BRONZE HORSEMAN.** RLS. One 3 3/4 ips tape (two sides). (Serial Nos. D 8005,6). $3.95 with text.

1E, 2E, 3E, 4E, 5E, 6E
Very valuable. "Mednyi Vsadnik" by Pushkin can be used with great profit either for listening or as an aid in memorization of part of this famous poem. The text accompanying the tape has the stress marks, notes, and a glossary. The introduction in the text gives the student a picture of the period of that time and the first humanitarian theme of the "little man" in Russian literature.

10-12 VI _____. **EUGENE ONEGIN.** RLS. Two 7 in. 3 3/4 ips. tapes (two sides). $30.00 with text.

1E, 2E, 3E, 4E, 5E, 6E
A fine performance of the greatest Russian classic. The book accompanying the tapes is excellent. Has stress marks and some annotations. The tapes can be used in part for selected memorizations.

10-12 IV-VI Shevchenko, Taras. **READINGS FROM THE WORKS OF TARAS SHEVCHENKO.** Read by artists of the Ukraine. FOLKWAYS. One 12 in. 33 1/3 rpm. disc. (Serial No. FL 9952). $5.95. Includes complete texts in Ukranian and English.

1E, 2E, 3E, 6E
A clear and well-presented cultural supplement for advanced students.

10-12 VI _____. **THE QUEEN OF SPADES.** Performed by Dmitry Zhuralev. Recorded in USSR. RLS. Two 9 in. 33 1/3 rpm. discs. $7.90 with text.

1E, 2E, 3E, 4E, 5E, 6E
This masterpiece, extremely well recorded and read, is a perfect choice for the study of advanced Russian. The text in book form has stress on each word and the book also has an introduction, notes, and vocabulary. The book also has a glossary and grammatical explanations.

10-12 IV-VI Siminov, Konstantin, et al. **KONSTANTIN SIMONOV READS SIMONOV AND OTHER SOVIET POETS.** MONITOR. One 12 in. 33 1/3 rpm. disc. (Serial No. MR 108). $4.98. Includes complete Russian text.

1EEU, 2EEA, 3E, 4E, 5E, 6E
This otherwise excellent record is marred by Simonov's pronunciation of the "R" and "L", which

should not be imitated by students. The poems, which are contemporary, are well-chosen and interesting and should hold the students' attention.

10-12 VI Tolstoy, L. **AFTER THE BALL**. Performed by A. Cheban. RLS. One 9 3/4 in. 33 1/3 rpm. disc. (Serial Nos. D 6595, 6596(A). $3.95 with text. Additional copies of text $.30 or 10 for $2.00.

1E, 2E, 3E, 4E, 5E, 6E
This is an excellent disc for a high school student who has had extensive preparation in the language and who wants to become familiar with an original work of Tolstoy which is neither abridged nor adapted.

10-12 VI ______, et al. **FRAGMENTS FROM PLAYS OF TOLSTOY, ET AL.** Performed by Kachalov. RLS. One 12 in. 33 1/3 rpm. disc. $5.95.

1E, 2E, 3E, 4E, 5E, 6E
Excellent. Selections well chosen. No texts. The serious and advanced student with an interest in Russian literature will greatly profit by listening.

10-12 VI ______. **PETYA ROSTOV**: (Fragments from War and Peace). Recited by D. Zhuravlev. RLS. One 9 3/4 in. 33 1/3 rpm. disc. (Serial No. D 6717-6718(A). $3.95 with text. Additional copies of text $.20 or 10 for $1.50.

1E, 2E, 3E, 4E, 5E, 6E
An excellent recording. However, it is probably too difficult for most Russian students at the secondary level.

10-12 VI ______. **WAR AND PEACE**. Performed by M. Romanov. RLS. One 7 in. 33 1/3 rpm. disc. (Serial No. D007191, 007192(A). $2.50 with text. Additional copies of text $.15 or 10 for $1.00

1E, 2E, 3E, 4E, 5E, 6E
An excellent reading. However, it may prove to be too difficult for most secondary school students.

10-12 IV-VI Yevtushenko, Yevgeni. **POEMS READ BY THE AUTHOR**. RLS. One 5 in. 3 3/4 ips. tape. $4.50 with text. Additional copies of text $.25 or 10 for $2.00.

1E, 2E, 3E, 4E, 5E, 6E
Yevtushenko's diction is superior, giving the student an excellent chance for imitation.

10-12 IV-VI ______, and Andrei Voznesensky. **THE VOICES OF YEVTUSHENKO AND VOZNESENSKY**. Recorded in France. MONITOR. One 12 in. 33 1/3 rpm. disc. (Serial No. MR 113). $4.98. Includes complete Russian and English texts.

1E, 2E, 3E, 4E, 5E, 6E
Excellent texts and perfect readings. Two controversial, contemporary Soviet poets read some of their most popular poems in an inspired, if often melodramatic, voice. Language exceptionally clear. Highly recommended for outside-class listening.

DISCS & TAPES: SONGS

10-12 V-VI **THE DOUKHOBORS OF BRITISH COLUMBIA.** FOLKWAYS, 1962. One 12 in. 33 1/3 rpm. disc. (Serial No. FR 8972). $5.95 with text.

2E
May be used as a cultural supplement. Since this is group singing, comprehension is somewhat difficult, but the accompanying text is helpful.

10-12 III-VI **IVAN SKOBTSOV SINGS RUSSIAN FOLK SONGS.** MONITOR, 1956. One 12 in. 33 1/3 rpm. disc. (Serial No. MF 300). $4.98. Includes Russian text with partial English translation.

2E, 6E
Good for use by Russian clubs to

introduce students to old Russian culture. Well performed. An excellent selection of Russian songs suitable for language instruction. Very appealing to students who have mastered the rudiments of the language. Teachers will find this record a stimulating device for language teaching.

10-12
7-9
III-VI

MOSCOW NIGHTS: RUSSIAN POPULAR HITS. Vol. I. MONITOR. One 12 in. 33 1/3 rpm. disc. (Serial No. MP 590). $4.98 with text.

2E, 6A

Old and new songs, mostly of the Soviet period. Some are suitable to be used in class; others, because of their range, would present difficulties. The language is not particularly difficult. Many songs that students could enjoy singing. No stresses in text.

10-12
V-VI

THE RED ARMY ENSEMBLE (FORMERLY THE SOVIET ARMY CHORUS AND BAND). Vol. II. ANGEL, 1963. One 12 in. 33 1/3 rpm. disc. (Serial No. 36143). $4.98.

2A

May be used as a cultural supplement. No printed text. Words are difficult to understand.

10-12
VI

RUSSIAN HYMNS AND CAROLS. Sung by The Russian Orthodox Cathedral Choir of Paris. MONITOR. One 12 in. 33 1/3 rpm. disc. (Serial No. MF 366). Mono and stereo. $4.98. Includes Russian text and English translation on jacket.

2A, 6E

Because of the Old Church Slavic elements in the language of the songs, it would be difficult to use these records as a class supplement, but they could be used to advantage by Russian clubs to introduce students to various aspects of Russian culture.

10-12
IV-VI

SONGS. Sung by Fedor I. Shalyapin. RLS. One 7 in. 7 1/2 ips. tape. $5.95.

2E

The world-famous baritone renders songs which are known to every cultured Russian. The American student should enjoy his voice and this selection of songs. The teacher could select one or two songs for class participation.

10-12
7-9
VI

SONGS OF OLD RUSSIA. Sung by Ivan Kozlovsky, Sergei Lemeshev, Artur Eisen, Peter Kirichek. MONITOR. One 12 in. 33 1/3 rpm. disc. (Serial No. MP 560). $4.98. Includes Russian text. English translation on the jacket.

2A, 6EEA

Songs--fast and slow, merry and sad--which can be used as an excellent supplement to textbook material. In most instances, the melodies are uncomplicated. Voices appealing and clear. Often popular expressions are used that will require explanation.

10-12
V-VI

SOVIET ARMY CHORUS AND BAND. Performed by Soviet Army Ensemble. ANGEL. One 12 in. 33 1/3 rpm.disc. (Serial No.35411). $4.98.

2E

Good collection of Russian folk songs. Some English songs (sung in English) included. Not suited for language instruction but useful as a cultural adjunct. No text.

10-12
VI

Vertinsky, Alexander. **YULYA SINGS RUSSIAN SONGS FROM THE REPERTOIRE OF ALEXANDER VERTINSKY.** MONITOR, 1964. One 12 in. 33 1/3 rpm. disc. (Serial No. MP 599). Mono and stereo. $4.98. Includes text in Russian and transliteration.

2E, 6E

Interesting little love songs

which are fine material for use in Russian clubs or for after-class listening. The mood is unfortunately much the same throughout and tends to become somewhat monotonous if one listens to both sides of the records at one playing.

0-12 **YULYA SINGS MIDNIGHT IN MOSCOW AND**
-9 **OTHER RUSSIAN HITS.** Sung by Yulya
I Whitney. MONITOR. One 12 in. 33 1/2 rpm. disc. (Serial No. MP 597). Mono and stereo. $4.98 with text.

2E, 6EAA

A very exceptional collection of songs performed by a talented artist whose voice should enable the teacher to use this record not only to teach songs, but also for language teaching. The diction on these records is exceptionally clear. The songs are well chosen and are usually well liked by students.

ELEMENTARY READERS

10-12 Gorky, Maxim. **CHELKASH.** RUSSIAN
II READER III. L. B. Turkevich and V. T. Bill, eds. VAN NOSTRAND. Color and b&w illus. 98 pp. Paper $1.50.

1A, 2A, 3A, 4A, 5A

Story is divided into small sections with exercises, vocabulary. The content may be a little boring to students, but the vocabulary is good.

0-12 Henley, Norman, ed. **RUSSIAN PROSE**
II **READER.** VAN NOSTRAND, 1963. Color and b&w illus. 235 pp. Paper $3.00.

1A, 2A, 3A, 4A, 5A

Short selections from writings of well-known authors. Includes review and supplement of grammar, exercises, notes, and vocabulary. The selections are very brief and selected mainly from much longer works. The chief values are a good set of notes and vocabulary.

10-12 Josselson, Harry H., and Fan
IV-VI Parker. **FROM PUSHKIN TO PASTERNAK: INTERMEDIATE RUSSIAN READER.** PRENTICE, 1963. Illus. 270 pp. $5.75.

1E, 2E, 3E, 4A, 5E

An attractive and diversified selection of readings. Most items are complete in themselves rather than excerpts. The notes and analyses of language are particularly good. Unlike most readers, this one is specifically designed to teach a student how to cope with language difficulties by explaining difficult and unusual constructions and then offering a series of drills on each troublesome point.

10-12 Pautovsky, K., and N. Novoselova.
I **RABBIT'S PAWS AND ZINOCHKA.** RUSSIAN READER I. L. B. Turkevich and V. T. Bill, eds. VAN NOSTRAND, 1961. Color and b&w illus. 105 pp. Paper $1.60.

1A, 2A, 3A, 4A, 5A

Two short stories by contemporary Soviet authors, simplified by editors. Exercises, vocabulary. The stories are interesting, although a note on the contents is sorely needed to explain why Pushkin's Ja vas ljubil is attributed to Shakespeare in Zinochka.

10-12 Sholokhov, M. **THE FATE OF MAN.**
II **RUSSIAN READER II.** L. B. Turkevich and V. T. Bill, eds. VAN NOSTRAND, 1960. Color and b&w illus. 80 pp. Paper $1.25.

1U, 2A, 3A, 4A, 5A
In content, the story is subtly propagandistic underneath its drama and sentimentality. Furthermore, it has had to undergo a great deal of editing to bring the language to the level of the students. It would be much more appropriate unedited, but with notes.

0-12
-9
I
Wiens, Gerhard. **BEGINNING RUSSIAN READER.** HOLT, 1961. Illus. 188 pp. $4.60.

1A, 2E, 3A, 4A, 5A
The main feature of this book is a modern satirical fantasy based on "Gulliver's Voyage to the Twentieth Century." The author skillfully combines humor and imagination in the telling of his story, and he uses a modern idiomatic vocabulary which is especially appealing to the secondary school student. Other sections of the book are uneven in quality. The folk tales are excellent, but the section on the alphabet is much too easy.

FILMS: DRAMATIC & DOCUMENTARY

0-12
I
FAREWELL, DOVES. Directed by Yakov Segel. Filmed in USSR. BRANDON, 1960. 16 mm. 94 min. Dialogue. Subtitles. B&W. Apply for price.

1E, 2A, 3A, 4A, 5A, 6E, 7A, 8E
A contemporary story about the loves, conflicts, and dreams of two generations of Russians. As the leading actors are teenagers, the film should be of interest to high school students. The language is colloquial, quite difficult, and spoken at break-neck speed.

10-12
7-9
IV-VI
THE FLYING CARPET. Also known as **OLD KHOTTABYCH.** Filmed in USSR. BRANDON, 1956. 16 mm. 85 min. Dialogue. Subtitles. B&W. Apply for price.

1E, 2E, 3E, 4E, 5EA, 6EA, 7EA, 8EA
A Moscow boy releases a 3,000 year-old jinni from a bottle and goes with him on a flying carpet to the Orient. A comedy-fantasy of interest to younger children, with views of Moscow, the Orient, and Crimea.

10-12
III-IV
FROM MOSCOW TO THE BAYKAL. One of four graded-language films. Consultants: Olga S. Federoff and Walter I. Bond. Filmed in USSR. IFB, 1963. 16 mm. 14 min. Narrated. Color purchase $150.00. Rental $7.50. Text.

1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E
Gives the student a glimpse of the USSR and its people. The narration is clear and intelligent. Excellent photography.

10-12
VI
THE GORDEYEV FAMILY. Also known as **FOMA GORDEYEV.** Directed by Mark Donskoi. Filmed in USSR. BRANDON, 1960. 16 mm. 98 min. Dialogue. Subtitles. B&W. Apply for price.

1A, 2A, 3A, 4A, 5A, 6A, 7A, 8E
The life of the pre-Soviet merchant class. Based on the Gorky novel, it depicts a young man destined to inherit much wealth who refuses to take advantage of it and breaks with his class. Excellently directed and photographed, it holds one's interest from the beginning.

PLEASE DO NOT TRY TO ORDER THESE MATERIALS FROM MLA. WE HAVE ONLY SINGLE COPIES FOR INSPECTION. ORDER DIRECTLY FROM THE PUBLISHER OR DISTRIBUTOR. SEE THE LISTS OF SOURCES ON PP. 62-69.

RUSSIAN

10-12
VI

THE HOUSE I LIVE IN. Directed by Lev Kulijanov and Yakov Segel. Filmed in USSR. BRANDON, 1957. 16 mm. 98 min. Dialogue. Subtitles. B&W Apply for price.

1A, 2A, 3A, 4A, 5A, 6A, 7A, 8A
A drama tracing the lives of a number of families over a period of twenty years beginning in the early 1930's and ending in 1945. Beautifully acted and directed. Always interesting.

10-12
VI

THE LETTER THAT WAS NEVER SENT. Directed by Mikhail Kalatosov. Filmed in USSR. BRANDON, 1959. 16 mm. 98 min. Dialogue. Subtitles. B&W. Apply for price.

1E, 2E, 3E, 4E, 5E, 6E, 7EEA, 8E
A drama about four geologists: three men and a girl on an expedition in search of diamonds in Siberia. It is a serious film suitable for seniors.

10-12
III-IV

MOSCOW AND LENINGRAD. One of four graded-language films. Consultants: Olga S. Federoff and Walter I. Bond. Filmed in USSR. IFB, 1963. 16 mm. 14 min. Narrated. Color purchase $150.00. Rental $7.50. Text.

1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E
A very attractive presentation of Moscow and Leningrad. Educational and cultural. Narration uses simple vocabulary for description of the two cities. Can be used for acquainting the student with some aspects of Russian culture or it can be utilized for both language and culture.

10-12
V-VI

MUMU. Directed by Anatoli Bobrovsky and Yevgeni Teterin. Filmed in USSR. BRANDON, 1960. 16 mm. 71 min. Dialogue. Subtitles. B&W. Apply for price.

1E, 2E, 3E, 4E; 5E, 6E, 7E, 8E
Story of a deaf mute who loved the land and his work, but was torn away from both--and from his puppy. These are simple people faced with forces beyond their control. Based on Turgenev's moving story.

10-12
VI

MY NAME IS IVAN. Also known as **IVAN'S CHILDHOOD.** Directed by Andrei Tartovsky. Filmed in USSR. BRANDON, 1962. 16 mm. 84 min. Dialogue. Subtitles. B&W. Apply for price.

1A, 2A, 3A, 4A, 5A, 6A, 7A, 8E
The story of a boy who lost his parents in war. He lives with a group of soldiers at the front and serves as scout and companion. Warm human relationship. A very fine film with emotional content.

10-12
VI

PEACE TO HIM WHO ENTERS. Directed by Alexander Alov and V. Naumov. Filmed in USSR. BRANDON, 1961. 16 mm. 98 min. Dialogue. Subtitles. Also available in English dialogue version. Specify version desired when ordering; otherwise, subtitled version will be supplied. B&W. Apply for price.

1A, 2A, 3A, 4A, 5A, 6A, 7A, 8E

The story of the struggle to preserve a new life in the midst of war. Three Russian soldiers are ordered to take a pregnant German woman to a hospital to bear her child. The trip is across dangerous territory. Much excitement. As the war ends, the baby is born. The film eschews propaganda, and is intensely interesting.

RUSSIAN

10-12 III-IV **REST AND LEISURE IN THE USSR.** One of four graded-language films. Consultants: Olga S. Federoff and Walter I. Bond. Filmed in USSR. IFB, 1963. 16 mm. 14 min. Narrated. Color purchase $150.00. Rental $7.50. Text.

1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E

Excellent for acquainting the student with the activities of the Russian citizen (student) in his spare time. Depicts both children and adults during leisure hours and vacation. The narration is intelligent, the language simple and the photography vivid.

10-12 VI **RESURRECTION.** Directed by Mikhail Schweitzer. Filmed in USSR. BRANDON, 1962. 16 mm. 155 min. Dialogue. Subtitles. B&W. Apply for price.

1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E

Tolstoy's novel, which deals with a moral question. Conscience is the punitive force in a man who had once taken advantage of an innocent girl. The acting is brilliant and the classical theme has contemporary significance.

10-12 VI **THE SAILOR FROM THE COMET.** Also known as **MORYAK VZ KOMETY.** Directed by Isidore Annensky. Filmed in USSR. BRANDON, 1958. 16 mm. 92 min. Dialogue. Subtitles. B&W. Apply for price.

1A, 2A, 3A, 4A, 5A, 6A, 7A, 8A

A young Odessa sailor wins a singing competition and goes to the 1957 Moscow Youth Festival. A great deal of singing and not enough spoken language.

10-12 VI **SCHOOL OF COURAGE.** Directed by V. Basov and M. Korchagin. Filmed in USSR. BRANDON, 1954. 16 mm. 92 min. Dialogue. Subtitles. B&W. Apply for price.

1A, 2A, 3A, 4A, 5A, 6A, 7A, 8A

Civil War. Too much Communist propaganda. A story of army life during the Civil War in Russia. Based on A. Gaidar's book, in which a young man joins a detachment of Red Guards at the front in 1916 and accidentally causes the capture and death of his friend. Much Communist propaganda in film. Not recommended unless the teacher has plenty of time and information for discussing ideas after showing.

10-12 III-IV **SCIENCE, TECHNOLOGY AND ART IN THE USSR.** One of four graded-language films. Consultants: Olga S. Federoff and Walter I Bond. Filmed in USSR. IFB, 1963. 16 mm. 13 min. Narrated. Color purchase $150.00 Rental $7.50. Text.

1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E

An excellent film for acquainting the student of Russian with scientific and cultural aspects of the USSR. The narration is good, the language simple, photography vivid. However, some of the information regarding schools is dated.

10-12 V-VI **THE WRESTLER AND THE CLOWN.** Directed by Konstantin Yudin and Boris Barnet. Filmed in USSR. BRANDON, 1957. 16 mm. 99 min. Dialogue. Subtitles. B&W. Apply for price.

1A, 2A, 3A, 4E, 5EEA, 6EEA, 7EEA, 8EEA

Story based on the friendship and careers of two famous Russian circus artists at the turn of the century. There are several dialectal accents in the film, but on the whole they are quite understandable.

RUSSIAN

INTEGRATED PROGRAMS

10-12 II **A-LM RUSSIAN: LEVEL TWO** by Mary P. Thompson and Staff of Modern Language Materials Development Center. HARCOURT, 1964. (9 units plus last 3 units of Level One). 386 pp. $3.80. Practice Record Set (box of nine 7 in. 33 1/3 rpm. discs) $4.60. Student Test Answer Forms (booklet of 48 perforated pages) $.60. Classroom/Laboratory Materials: 7 1/2 ips. Tape Set (forty 7 in. full-track Tenzar reels) $120.00 or 33 1/3 rpm. Record Set (twenty 12 in. discs) $44.00. 7 1/2 ips. Listening-Comprehension Testing Tape Set (four 7 in. full-track Tenzar reels) $20.00. Teacher's Manual available free on specific request.

(Text) 1E, 2E, 3A, 4E, 5A, 6E, 7A, 8E, 9E, 10E, 11E, 12A, 13A
Designed to follow Level One A-LM materials which were evaluated in SLOM, 1962, Level Two continues a four-year sequence. Appropriate in content and format for secondary levels. Fine basic dialogues, structure drills, conversation stimulus.

(Discs & Tapes) 1E, 2E, 3A, 4A, 5A, 6E, 7E, 8E, 9A, 11E, 12E, 14E, 15E

Well coordinated tape-text material, excellently recorded. Logical, even structure and transformation drills. Instructions in English are clear and concise.

(Practice Record Set) 1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 11E, 12E, 14E, 15A
Designed for the individual student for practice at home as a supplement to class work. For best results each student should have his own set. Their use would enhance the development of a high standard of pronunciation and intonation.

(Teacher's Manual) 1A, 2A, 3A, 4E, 5A, 6E
Programs a very full schedule of classroom teaching. Contains many useful suggestions.

10-12 III **A-LM RUSSIAN: LEVEL THREE** by Mary P. Thompson and Staff of Modern Language Materials Development Center. HARCOURT, 1964. (12 units plus last 2 units of Level Two. 400 pp. $5.20. Practice Record Set (box of six 7 in. 33 1/3 rpm. discs) $3.60. Student Test Answer Forms (booklet of approximately 80 perforated pages) $.80. Classroom/Laboratory Materials: 7 1/2 ips. Tape Set (approx. thirty-two 7 in. full-track Tenzar reels) $100.00 or 33 1/3 rpm. Record Set (approx. twelve 12 in. discs) $40.00. 7 1/2 ips. Listening-Comprehension Testing Tape Set (four or five 7 in. full-track Tenzar reels) $20.00 Teacher's Manual available free on specific request (in preparation).

(Text) 1E, 2A, 3A, 4E, 5E, 6A, 7E, 8A, 9A, 10A, 11E, 12E, 13A
This text and its accompanying materials are of very high quality. Quite advanced. Format is similar to that of earlier levels. Writing exercises are included.

(Discs & Tapes) 1E, 2A, 3E, 4A, 5A, 6A, 7A, 8E, 9A, 11A, 12E, 14A, 15A
The discs are perhaps less practicable than the tapes; the content is the same for both. The drills are imaginative and thorough, and the materials are authentic. They are advanced enough so that their use might well be considered for college level also. Ideally they might include a greater cultural focus, particularly in view of their advanced level.

(Practice Record Set) 1E, 2E, 3A, 4A, 5A, 6A, 7A, 8A, 9A, 11A, 12A, 14A, 15A
These discs for home use are valuable for following up the listening and speaking drills in Levels I and II, which occur in reduced proportion in Level III. The Level III textbook contains the text of these records; thus, their use is a coordinated (optional) part of the course.

LITERARY TEXTS

10-12 III-VI Aitken, Eleanor C., ed. **RUSSIAN POETRY FOR BEGINNERS.** Bradda, 1962. RLS. Stressed. 64 pp. Paper $1.00. 10 for $8.00.

1A, 2A, 3A, 4A

The principal virtue of this selection is that the poems are short and, therefore, easy to memorize, but they are not really representative of the best Russian poetry. The notes accompanying the text are inadequate. Vocabulary.

10-12 III-IV Chekhov, A. P. **KASHTANKA.** The Library of Russian Classics. J. M. C. Davidson, ed. Bradda, 1962. RLS. Stressed. 60 pp. Paper $.75. 10 for $6.00.

1A, 2A, 3A, 4E

In many ways this story is an ideal choice to read after two or three years study of grammar. The vocabulary is simple, and, at the same time, divorced from a pedantic textbook flavor. Although concerned with the adventures of a mongrel dog, this is not a story exclusively for children.

10-12 II-IV _____. **SIX STORIES.** Nadejda Gorodetzky, ed. Bradda, 1963. RLS. Stressed. 75 pp. Paper $.75. 10 for $10.00.

1A, 2E, 3A, 4A

These stories, though not the best of Chekhov, are short and linguistically simple; consequently, they build up a student's confidence as he progresses in the language. They are also quite amusing, thus adding a touch of lightness to the student's reading.

10-12 IV _____. **THREE SISTERS.** The Library of Russian Classics. J.M.C. Davidson, ed. Bradda, 1962. RLS. Stressed. 119 pp. Paper $1.25. 10 for $10.00.

1EA, 2AU, 3AU, 4A

A tragic play dealing with three genteel sisters and their brother forced to live in the provinces. Notes provide good explanations of idiomatic expressions.

10-12 III-VI James, C. V., and I. B. Raden, eds. **A READER FOR ENGLISH STUDENTS OF MODERN RUSSIAN.** 2nd rev. ed. Bradda, 1962. RLS. Stressed. 96 pp. Paper $1.00. 10 for $8.00.

1A, 2A, 3A, 4A

This series of short articles on daily life in the USSR and brief biographical sketches of Gorki, Pushkin, Chaikovsky, Lermontov, and Chekhov can be useful as a supplementary text for beginning Russian language courses. The questions at the end of each article can be used as spring boards to open up class discussion. On the whole, a useful but not particularly inspiring book.

10-12 VI Tolstoy, L. N. **CHILDHOOD.** The Library of Russian Classics. Nina S. Marks and Tatiana Knupffer, eds. Bradda, 1962. RLS. Stressed. 152 pp. Paper $1.50. 10 for $12.00.

1E, 2A, 3A, 4A

Tolstoy's sensitivity concerning the fears and joys of childhood are expressed in this moving story. Although there is not much in the way of action, the story will have an appeal to the young reader because of its subject. The text itself is clear, the vocabulary adequate. The text might be improved by adding explanatory notes. The introduction, though short, is quite good. Main defect is the small print.

10-12 III-V Turgenev, I. S. **MUMU.** The Library of Russian Classics. Bradda, 1963. RLS. Stressed. 112 pp. Paper $1.25. 10 for $10.00.

RUSSIAN

1A, 2A, 3A, 4E
Short story by Turgenev about a deaf serf and his dog. It is rather long for high school use. Main virtue is large print. Notes and end vocabulary.

10-12
VI
Yevtushenko, Yevgeni. **POSLE STALINA, NASLEDNIKI STALINA, BABII YAR I DRUGIE.** RLS, 1962. 84 pp. Paper $2.95.

1E, 2A, 4A
Too advanced a text for most secondary school students. Since there are no supplementary notes or explanations of allusions, much of the meaning of the poems would be lost. Furthermore, the forceful impact of Yevtushenko's style would be dissipated if the student had to spend hours searching for definitions of words. It could be used as a literary text and a reader only if the teacher judiciously selected those poems which are clear in meaning and easy to read.

PERIODICALS

10-12
7-9
I-III
KOMETA. SCHOLASTIC. Illus. 9 issues a year. Approx. 8 pp. $1.00 a year. Special rates for quantity orders.

1E, 2E
This periodical should keep the interest of the students. The material is varied, of interest, supplied with photographs and drawings. It could be used for outside work but also for conversation. The fact that there is a vocabulary readily available will stimulate the student to read. Vocabulary may be quite different from that in some standard secondary school texts, but content is extremely interesting and it increases in difficulty each month.

10-12
III-V
MOZAIKA. Editorial Board Mozaika-S.I.N.E. Export and Import Enterprise "Ruch." FAM. Illus. 10 issues a year. Approx. 24 pp. $2.50 a year. 10% discount on orders of 10 or more copies.

1EAA, 2E, 3E, 5EAA
Variety of topics covered. Includes songs and puzzles. Has definite cultural interest. Russian-English vocabulary for each article, story, or play includes modified phonetic alphabet for pronunciation.

T
THE SLAVIC AND EAST EUROPEAN JOURNAL. J. Thomas Shaw, ed. Approx. 125 pp. Quarterly. $7.00 a year. Includes membership in American Association of Teachers of Slavic and East European Languages - (AATSEEL). For membership and subscription write:
Prof. Irwin Weil, Shiffman Hall, Brandeis Univ., Waltham 54, Mass.

1EA, 2E, 3A, 4A
This periodical keeps the reader informed in the field of investigation: in Slavic literature, linguistics, and methodology. The many fine reviews of new books of interest to teacher and scholar are of great value. The "News and Notes" tell what the various chapters of AATSEEL are doing. The periodical is stimulating and deserves a place in public and private libraries.

10-12
I-VI
SOVIET LIFE. Yuri S. Fantalov, ed. SOVIET. Color and b&w illus. Monthly. About 60 pp. $.35 per issue.

1A, 2A, 3A, 5A
This Soviet cultural propagandistic tic publication has very limited pedagogical value. General interest only. One page of Russian text with translation.

RUSSIAN

REFERENCE GRAMMARS

T
10-12
VI
Katzner, Kenneth. **A RUSSIAN REVIEW TEXT.** RANDOM, 1962. 478 pp. $7.50.

1E, 2E, 3E, 4E, 5E
This book can serve not only as a reference grammar, but also as a vocabulary-builder, word-finder, and phrase book. The text is divided into sections on nouns, verbs, adjectives, and other parts-of-speech. Attention is paid to morphology, syntax, and idiomatic constructions. All Russian and English words are indexed.

SUPPLEMENTARY MATERIALS

10-12
I
Jackson, Eugene, and Elizabeth Bartlett Gordon. **RUSSIAN MADE SIMPLE.** DOUBLEDAY, 1964. 209 pp. Paper $1.95.

The exercises are poor, and the dialogue texts do not separate English from Russian versions acceptably, but it may serve as a useful supplement for self-study.

10-12
III-IV
Nebel, Henry M., Jr. **COMPACT FACTS: RUSSIAN VERBS.** VEA. One hundred eighteen 2 1/2" x 3 1/2" cards. $1.50 per set.

These cards would be good for reference and for individual study in more advanced secondary school work. The selection of verbs treated is good, the cards are numbered, and the information is readily accessible. The verb forms are listed in the traditional person-order. Stress is included. Clear print.

TEACHERS COURSE GUIDES

I-VI
Board of Education of the City of New York. **RUSSIAN, LEVELS I AND II, III, IV.** 3 vols. NYBE. Parts I and II, 1962, 63 pp. Part III, 1963, 69 pp. Part IV, 1964, 69 pp. Paper $1.00 each.

1A, 2A, 3A, 4A, 5A, 6E
Useful for the experienced teacher. Many good suggestions concerning the use of audio-visual aids are given. The cultural outline is excellent. Too many grammatical items are included in the program. A core is presented, to serve as an example. It must be supplemented, expanded, and patterned by the teacher. Several errors in Russian were noted.

SWEDISH

BASIC TEXTS

10-12
I-II
Hildeman, Nils-Gustav, and Ann-Marie Beite. **LEARN SWEDISH.** ALMQVIST, 1960. Illus. 189 pp. Sw.kr. 13.50.

1E, 2AAE, 3EEA, 4EEA, 5EEA, 6AAE, 7EEA, 8EEA, 9E, 10A, 11EEA, 12UUA, 13E

Should be used with a grammar and, preferably, also with Practice Swedish, a collection of exercises. Learn Swedish contains 28 lessons with exercises and comments, and a chapter-by-chapter word list. There is an alphabetical word list and an index of exercises. Designed for college students, but, combined with Practice Swedish and a grammar, it may be used in high school.

10-12
I-II
Hildeman, Nils-Gustav, Per-Axel Hildeman, and Ingemar Olsson. **PRACTICE SWEDISH.** 2nd rev. ed. ALMQVIST, 1963. 102 pp. Sw.kr. 8.

1A, 4E, 5E, 6E, 8E, 9E, 10E, 11A, 12E, 13E

This 2nd ed. of Practice Swedish has been worked out to be used particularly with Learn Swedish. Deals mainly with grammatical details of primary importance, providing exercises usually of the type that require translations from English into Swedish.

BIBLIOGRAPHIES & RESOURCE LISTS

FILMS ABOUT SWEDEN. SWEDISH INST., 1963. 33 pp. Paper. Free.

1E, 2E, 3E, 4E

The list describes about 60 short films about Sweden available in various language versions. These films are made available through the Swedish Institute's branch offices.

FÖRTECKNING ÖVER GRAMMOFONSKIVOR OCH LJUDBAND MED INTALNINGAR AV SVENSKA LITTERÄRA VERK I ALFABETISK ORDNING EFTER FÖRFATTARNAS NAMN. Siv Higelin, comp. SWEDISH INST., 1962. 11 pp. Free.

1E, 2E, 3E, 4E

List containing virtually all recordings of Swedish literature: prose, poetry, and drama. Arranged alphabetically after names of authors of works.

ELEMENTARY READERS

10-12
II
Higelin, Siv, ed. **FRÅN FAKIREN TILL JOLO.** 2 vols. FOLKUNI, 1963. Illus. Vol. 1, 79 pp. Vol. 2, 32 pp. Paper Text, Sw.kr. 7.50. Word List, Sw.kr. 3.50. Tape recordings of all the texts available from the Institute of Applied Linguistics, University of Stockholm, Råsundavägen 101, Solna, Sweden.

1E, 2E, 3A, 5E

Includes 23 items of the informal causerie type. Most were published originally in recent Swedish newspapers. Subject matter reflects an interesting variety of themes and points of view. Modern informal Swedish often in conversational tone. Ideal for use after a beginner's reader and before the student is introduced to purely literary texts. A Swedish-English word list under separate imprint.

REFERENCE GRAMMARS

10-12
IV-VI
Beite, Ann-Mari, Gertrude Englund, Siv Higelin, and Nils-Gustav Hildeman. **BASIC SWEDISH GRAMMAR.** ALMQVIST, 1963. 168 pp. Sw.kr. 14.50.

1E, 2E, 3E, 4E, 5E

Combines skillfully a systematic

PLEASE DO NOT TRY TO ORDER THESE MATERIALS FROM MLA. WE HAVE ONLY SINGLE COPIES FOR INSPECTION. ORDER DIRECTLY FROM THE PUBLISHER OR DISTRIBUTOR. SEE THE LISTS OF SOURCES ON PP. 62-69.

grammatical approach with the demands of a practical teaching situation. Contemporary Swedish employed in the illustrative text material. Among the valuable special features of the book are a chapter on the use of prepositions, an appendix dealing with words which pose particular difficulties (e.g. "that" and "time"), and an excellent index.

APPENDIX 1: CRITERIA FOR THE EVALUATION OF MATERIALS

(March 1961, Revised May 1961)

These criteria were developed pursuant to a contract with the U.S. Office of Education, Department of Health, Education, and Welfare.

CATEGORIES OF CRITERIA

Basic Texts 143
Bibliographies & Resource Lists 144
Books of Culture & Civilization 145
Books of Songs 145
Books, Pamphlets, & Bulletins on Methodology 145
Conversation Books 146
Dictionaries 146
Discs & Tapes
  Basic Criteria 147
  Additional Criteria: Recordings for Special Purposes
    Cultural 148
    Language 148
    Literary 149
    Songs 149
Elementary Readers 149
Films
  Dramatic & Documentary 150
  Language 150
Filmstrips & Slides 150
Integrated Programs 151
Linguistics 151
Literary Texts 151
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Periodicals
  For the Teacher 151
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Pictures & Wall Charts 152
Reference Grammars 152
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The Modern Language Association Foreign Language Program called together the Materials List Conference on Criteria for Evaluation on 28-29 October 1960 in New York City. Its chief purpose was to discuss and define criteria for the evaluation of materials to be included in the revised MATERIALS LIST. The Chairman of the Conference was Donald D. Walsh, Director of the Foreign Language Program; participants were the chairman of each of the evaluation committees and other specialists in the teaching of foreign languages or in the selection of materials. Eleven specialists were asked to write work papers proposing criteria for evaluating different types of materials. The work papers were discussed and revised at the Conference. In January 1961, the tentative criteria were sent to all participants for their comments. The following document includes the resulting changes.

The authors of the original work papers are Elvira Adorno, Nelson Brooks, Frederick D. Eddy, Manuel H. Guerra, Elizabeth Keesee, Robert G. Mead, Jr., Filomena C. Peloro, Karl-Heinz Planitz, Raymond S. Sayers, Marian Templeton, David Weinstein.

We are especially indebted to Professors Brooks and Eddy and to Miss Peloro for many consultations concerning their papers and also general editorial problems. In addition, Professor Eddy and Miss Peloro express their indebtedness to a dozen or more colleagues who have generously given their time and knowledge to test, criticize, and correct the statement of criteria concerning recorded discs and pre-recorded tapes. In particular, they acknowledge the help of Miss Mary P. Thompson, with whom they discussed the original work paper, and of Mr. Alfred S. Hayes, whose suggestions concerning drills, pronunciation, and audio and physical characteristics of discs and tapes have been used nearly verbatim.

In accordance with decisions made at the conference, the evaluators rated each item examined with regard to a set list of aspects. For each aspect, the evaluator decided whether the item should be rated as excellent, acceptable, or unacceptable. In the following pages the initials E, A, and U are used to designate these three qualities. In some instances, it seemed unnecessary to make separate statements for excellent and for acceptable, since the characteristics differed only in degree and not in kind. The single statement given should be construed as describing the acceptable characteristics. If the item fulfills all of these requirements exceptionally well, then it rates an E for this aspect.

The following statements of criteria should be used to interpret the number and letter code in each of the entries in this SELECTIVE LIST OF MATERIALS. For example, if "1EEA, 2A, 3AAU, 4EAA, 5A, 6E, 7A" appears in the entry for a book of culture and civilization, the reader will know by referring to this appendix that in the first criterion, "concept of culture," two evaluators rated the book excellent and one rated it acceptable. All evaluators agreed that it was acceptable in regard to criterion 2, "organization." The evaluators split again on criteria 3 and 4, "psychological appropriateness" and "language," but were in agreement on the last three, "up-to-date-ness," "appearance," and "exercises." The reader will also note that criterion 7 may be omitted if the book is written in English. In the case of a single title which includes different types of materials, "text" or "disc" or another appropriate key word will appear before each of the codes given.

BASIC TEXTS[1]

1. DEVELOPMENT OF THE FOUR LANGUAGE SKILLS

E: Listening comprehension and speaking represent the major concern at the beginning and throughout the period covered by a basic text, followed by the teaching of reading and writing, which occupy no more than one third of the total teaching time.

A: The text recognizes the importance of introducing all four skills and generally observes the accepted relative emphases.

U: The text is not written in accordance with the principles above.

2. SCOPE

EA: (a) The text reflects one dominant objective, language competence, to which are eventually added two others, cultural insight and literary acquaintance. (b) It is designed to familiarize the student with high-frequency structural patterns in the three systems of sound, order, and form (phonology, syntax, and morphology).

U: (a) The emphasis on cultural insight or literary acquaintance is so great as to be detrimental to the development of language competence. (b) The text does not distinguish between structures and usages that are important because frequently used and those that only a full description of the language would include, their importance being relatively minor. It places a principal effort upon the learning of irregular and exceptional forms.

3. ORGANIZATION FOR SCHOOL SCHEDULES

EA: The material to be learned is organized to fit into the schedule of the usual class periods and school terms.

U: The material is not so organized.

4. PRESENTATION OF MATERIAL

EA: (a) The material of the first weeks or months of the course (depending on age level) is designed for a period of oral presentation by the teacher, with or without the help of recorded material. In this first stage of delayed use of the written language, the student has little or no need to refer to the printed word. (b) The text presents new learnings in the FL in dialogue form or in the form of narrative or model sentences usable in conversation. (c) Structure is learned by use rather than by analysis. (d) Exercises enable the student to adapt new learnings to his own conversation without reference to English.

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[1] Based on a work paper by Nelson Brooks of Yale Univ.

U: (a) The text does not provide for an initial audio-lingual period or for the oral introduction of new material and the beginner is obliged to refer to the printed word in order to carry on his class work. (b) The text is based on an inventory of the parts of speech or it presents sentences in the FL that "translate" English sentences literally but are not authentic in the foreign culture. (c) It assumes that the analysis of structure must precede the learning and use of that structure. (d) No provision is made for the student's gradual and guided progress from mimicry and memorization to free use of the FL in conversation.

5. PSYCHOLOGY OF LEARNING

EA: It presents language models and exercises that, in their selection and preparation, sequence, apparatus, and appearance on the printed page, reflect concern for the basic principles of the psychology of learning: (a) The text is based on the development of skills (habit formation) rather than the solving of problems. (b) It provides models to be imitated for both spoken and written language. (c) It observes the principle of small increment in which problems are isolated and drilled one at a time, making the chance of error negligible, before two or more related but contrasting structures are drilled in a single exercise. (d) It provides for repetition and reintroduction of material previously learned. (Repetition is the mainstay in overlearning[2] and habit formation.)

U: The text shows little or no awareness of these basic principles of the psychology of learning.

6. EXERCISES

E: (a) There are copious and varied drills dealing with language elements that have occurred in the utterances presented in dialogue, narrative, or sentence form. (b) It includes no exercises in which the FL is to be translated into English.

A: It contains much drill material as in (a) above and no exercises as in (b).

U: (a) There is a paucity of drill material. (b) The exercises include translation from English into the FL of sentences not previously learned by the student.

7. READING MATERIAL (if present)

EA: Any reading materials foster the cultural or literary objectives or both. (a) Cultural information should be factual, authentic, representative, important, and of interest to the learner. (b) Other reading selections should be chosen for their quality as examples of literature, for the appropriateness of their length, their interest to the learner, and their adaptability to his competence in the new language.

U: The reading material given has no cultural or literary merit, or it is faulty in information or in language, or it is inappropriate to the learner because of its length, content, or linguistic difficulty.

8. WORD STUDY

E: The text promotes the learning of vocabulary by observation and use of words in context and not in lexical lists. (The learning of vocabulary is minimized while the learning of structure is maximized during the period in which a basic text is appropriate.)

A: Only a few vocabulary items are added which are not necessary to the drilling of structures.

U: Many unnecessary vocabulary words must be memorized, to the detriment of the learning of structures.

9. STRUCTURE ANALYSIS

EA: (a) The explanations are in English. (b) In the latter part of the text, the structures that have been gradually learned are drawn together in a clear and systematic way for ready reference.

U: (a) The text attempts to explain structures in the FL. (b) It presents structure summaries before examples have been learned through use.

10. LESSON- AND END-VOCABULARY

EA: Appropriate lists of the foreign phrases, idioms, and words, with or without English equivalents, appear at the ends of sections, or in a complete list at the end of the book, or both.

U: The lexical aids offered are inadequate or the glossary is inserted in the running text or in other ways that hinder learning.

11. USE OF ENGLISH

EA: English is used for directions, comments, explanations, and for establishing the meaning of what is to be learned. It is occasionally used as an aid in distinguishing between forms in the FL that are otherwise not easily learned.

U: The text presents the learnings in the FL as a series of translations from English, rather than as selections from a language code that is entirely independent of English. It presents dubious and faulty English designed to "lead" the learner into the patterns of the FL.

12. INSTRUCTIONS FOR THE TEACHER

E: There is a separate manual containing instructions for the teacher concerning: (a) preparatory explanation and ground rules for the class (b) presentation of the material to the class (c) techniques for overlearning the basic material (dialogue or narrative) (d) techniques for drilling sound patterns, structure, and vocabulary (e) techniques for checking in class the outside work (f) techniques and suggested plans providing for the frequent re-entry into class work of previously learned items (g) techniques of audio-lingual review and testing (h) instructions for procedure with a particular unit whenever the material demands it.

A: No compromise is acceptable for (a), (b), (c), or (d).

U: The instructions for the teacher do not meet the standard for A or are not applicable as given.

13. LAYOUT

EA: (a) The type size and arrangement reflect the relationships between language models, drills, and explanations and their relative importance to the learner. (b) Dialogues, narratives, and reading material in the FL can be read without English being visible.

U: (a) The layout does not reflect these relationships or it is confusing to the learner. (b) It is printed so as to encourage constant reference to English.

BIBLIOGRAPHIES & RESOURCE LISTS[3]

1. SCOPE

E: Covers the subject and contains many significant items.

A: Has many significant items, but the treatment is not thorough.

U: Fails to cover the subject and lists few significant items.

2. ANNOTATIONS

E: Factual and indicate clearly the nature and scope of each item.

A: Factual and indicate the nature and scope of most of the items listed.

U: Inadequately describe the scope and nature of many items listed.

3. DATA

E: All pertinent data are stated accurately.

A: A few items lack pertinent data.

U: The data of many items are inaccurate or incomplete.

4. FACILITY OF REFERENCE

EA: The format is easily read and understood.

U: It is difficult to locate needed items.

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[2] Overlearning: learning to the point of saturation, of automatic, spontaneous, absolutely correct performance.

[3] Based on a work paper by Elizabeth Keesee, Specialist in FLs, USOE, Washington 25, D.C.

BOOKS OF CULTURE & CIVILIZATION[4]

They range from little anthologies of *belles-lettres (trozos escogidos)*, or a series of more-or-less connected chapters on life and customs in a given country, to a book written expressly for the purpose by an outstanding interpreter, native to the culture he is describing. These texts have also been designed for various levels of instruction. It seems advisable to have books on culture in English for home assignments during the first two levels of language instruction (except in the primary grades) and then, beginning with Level III, to have books on culture and civilization written in the FL for use both in and out of class. The teacher should have reference books giving a more comprehensive and deeper analysis of the foreign culture.

The chief defect found hitherto in even the most outstanding of these books has been the failure to work from a sufficiently wide concept of a national culture; some cultural elements have been exaggerated, others underplayed, and still others omitted entirely.

Culture and civilization texts, to put it simply, should reflect and communicate the whole cultural environment of the linguistic area or country concerned. This means that these books ideally should include the approach of the cultural anthropologist to the country in question: physical characteristics of the people, their family customs, social organization, government, religion, organization of work and division of labor, the role of the sexes and the division of power, in addition to the more traditional elements of political, intellectual, and literary history. The author of such a book must be competent in many fields of knowledge other than language, and such people are not numerous in teaching or any other area. But once the attention of the profession has been focused upon the great need for texts of this sort, and their characteristics established in a general way, we may confidently expect that some of our colleagues will attempt to meet the challenge presented by the composition of such books.

1. CONCEPT OF CULTURE

E: Comprehensive coverage of the important aspects of culture: psychology, behavior, family relationships, work, social customs, education, recreation, economy, intellectual history, government, showing both similarities and differences in relation to the culture of the United States. For the teacher, the book should be comprehensive or, if it treats a limited subject, exhaustive. For younger children, the aspects may be limited to the concerns of foreign children of the same age.

A: It covers only some of the aspects of the foreign culture, but these are treated fully with both differences and similarities.

U: The foreign culture is presented as strange, exotic, or quaint, or as a replica of the culture of the U.S.; or the book gives a distorted view of the culture.

2. ORGANIZATION

E. The chapters or sections are logically related; there is a balance of fact and interpretation, and proper balance in the treatment of the various aspects of culture chosen.

A: There are occasional faults in balance or organization, but in general the purpose of sections is clear and the cultural view is not distorted.

U: The organization is confused or the sections are not related, there is a notable lack of either fact or interpretation, or a poor choice of the aspects of culture is presented.

3. PSYCHOLOGICAL APPROPRIATENESS

E: The method of presentation (narrative, essay, etc.) and the concepts presented are appropriate to the intended readers. The aspects of the culture presented should correspond to the concerns of persons in the foreign culture of the same age as the intended readers.

A: One or two topics are somewhat inappropriate.

U: The method or concepts are generally inappropriate.

4. LANGUAGE (English or foreign)

EA: The language is appropriate to the intended readers both in choice of words and complexity of sentence structure.

U: The words are too simple; the tone is inappropriate; or the book, if in the FL, is so difficult that the students will translate instead of reading.

5. UP-TO-DATENESS (if treating contemporary life)

EA: The factual material, maps, charts, and photographs are a good indication of the present state of the foreign culture. (It has been suggested that books in this class should be published as looseleaf books so that new chapters or revisions can be added.)

U: The material concerning contemporary life is now out of date.

6. APPEARANCE

E: The illustrations are attractive, clear, and chosen to exemplify significant points in the text. In general, the book is attractive and sturdy.

A: The illustrations are to the point, if not especially artistic.

U: The illustrations are irrelevant or confusing.

7. EXERCISES (for books in the FL for students)

E: The book has text and exercises which are good for practising reading and perhaps other language skills (listening, speaking, writing) at the intended proficiency level.

A: The teacher can create or adapt the exercises.

U: The book has translation or free composition exercises.

BOOKS OF SONGS[5]

1. FEATURES

E: A description of the background for each song, the complete lyrics in the FL, and a musical score in a singable key, including syllabication, tempo, and a good arrangement for piano accompaniment.

A: All the above except that the background material is general for all of the songs and the music is reduced to the melody only.

U: The keys are not singable or the lyrics are given only in English, or there is no background material.

2. CHOICE OF SONGS

E: They belong to the foreign culture, are given in an authentic version, and are appropriate to the intended age group.

A: Almost all are authentic, their origin is indicated, and they are appropriate to the age group.

U: A considerable proportion are not authentic or are not appropriate to the age level.

BOOKS, PAMPHLETS, & BULLETINS ON METHODOLOGY[6]

1. SCOPE

E: Discusses thoroughly all important aspects of the subject.

A: Most of the important aspects are discussed well.

U: Omits many significant aspects.

2. CONTENT

EA: The discussions of techniques and practices reflect a thorough knowledge of the accepted principles of language learning.[7]

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[4] Based on a work paper by Robert G. Mead, Jr., Univ. of Connecticut, Storrs, Editor of *Hispania*.

[5] Based on a work paper by Manuel H. Guerra, Alameda SC, Hayward, Calif.

[6] Based on a work paper by Elizabeth Keesee, Specialist in FLs, USOE, Washington 25, D.C.

[7] These principles include, in brief: 1) An initial and continuing stress on the spoken language, with the four skills developed in this sequence: listening, speaking, reading, writing. 2) A minimum of talking *about* the language. 3) Language learning viewed as the development of skills and not as the solution of problems. 4) Reading divorced from translation. 5) Culture treated in its broadest sense.

U: The discussions reflect a faulty concept of the principles of language learning.

3. CLARITY OF STYLE

EA: The concepts are clearly and adequately expressed.
U: They are presented in an obscure or difficult manner.

4. FACILITY OF REFERENCE

E: The format and indexes permit the teacher to find references quickly.
A: There is no index, but the format permits the teacher to locate references.
U: There is no index, and the format does not permit the teacher to find references easily.

CONVERSATION BOOKS[8]

Conversation requires a speaker, a hearer, and a situation. The immanent presence of all three should be felt in any sentence or dialogue or conversation that presumes to give models for learning. Many so-called conversation manuals do not respect the true nature of conversation (very little of which, for example, is in terms of question-and-answer), and evaluation should be very critical in this regard.

1. SCOPE

EA: There is a representative sampling of high-frequency structures and typical, important situations that students might often encounter.
U: The sampling of structures or situations does not relate to their usefulness and frequency.

2. SEPARATION OF THE TWO LANGUAGES

E: English equivalents are printed so that the FL can be read without English being visible. Examples: They are printed on the reverse side of the page or in a separate part of the book.
A: The two languages are arranged so that the English can be covered up easily and completely.
U: The two languages are intermingled.

3. TRANSLATIONS (if present)

E: Any translations are in good, idiomatic English which contains no hint of the foreign constructions it is translating.
A: Any translations are in good, idiomatic English.
U: Unused or nonsense English is used in translating foreign constructions.

4. SITUATIONS

E: The situations are culturally authentic and have a likelihood of reality: the geographical setting, the individual personalities, the relationships between individuals, the problem being discussed, and the emotional attitudes are all normal to the culture and are clearly established.
A: The situations are culturally authentic and seem real; the situations and individuals are quite well defined.
U: The situations are not typical of the foreign culture or they are vague or confused in setting.

5. UTTERANCES

EA: The separate utterances are: (a) brief enough to be learnable, (b) largely in the form of statement and rejoinder rather than question and answer, (c) what a native speaker would be likely to say in the situation.
U: They are too long to be learned as dialogue or unnatural to native speakers.

6. WORD STUDY

EA: Vocabulary learning is integrated with the structures and conversations and is not emphasized for its own sake.
U: It is emphasized at the expense of the learning of structures and conversations.

7. LESSON- AND END-VOCABULARY

E: Appropriate lists of the foreign phrases, idioms, and words, with English equivalents, appear at the ends of sections and complete lists at the end of the book.
A: Such lists appear only at the ends of sections or at the end of the book.
U: There are no lexical aids, or those offered are incomplete, or the glossary is inserted in the text or margins.

8. SOUND SYSTEM

E: A consistent graphical representation of pronunciation and intonation patterns is given wherever new problems occur throughout the book.
A: The book contains some useful comments on the sound system, especially on intonation patterns.
U: There are no comments on the foreign sound system or misleading comparisons with English sounds are given.

DICTIONARIES[9]

1. PREFACE AND EXPLANATIONS FOR USE

EA: The preface states for what use the dictionary was written and whether British or American English is used, describes the scope, and explains the arrangement of the entries and each part of individual entries: all with accuracy and clarity.
U: The preface omits essential information or is generally not clear.

2. SELECTION OF WORDS

EA: The words are very carefully selected for frequency, usefulness, currency, and complete coverage of student need.
U: A number of rare or obsolete or too special words are included or the useful words are not adequately defined.

3. DEFINITIONS

E: The definitions are accurate, clear, concise, and never circular;[10] the dominant meanings are indicated; synonyms are distinguished.
A: The definitions have all the above qualities, including illustrative phrases, but dominant meanings are not indicated.
U: The definitions are misleadingly incomplete, unclear, inaccurate or sometimes circular; or phrases needed to illustrate the definition are missing.

4. ILLUSTRATIVE PHRASES (except in young children's dictionaries)

EA: Illustrative phrases are given to show how a word is used in context and are well-chosen to show special extensions and limitations in the use of a word.
U: There are no illustrative phrases.

5. PICTURES (if used)

EA: They are small and clear, and they aid understanding of the entries. (Those in picture dictionaries for children may be larger and colored.)
U: They are not clear or they clutter the page so that it is difficult to find entries.

6. ETYMOLOGY (for advanced dictionaries)

EA: Etymologies are clearly indicated and consistent with the latest studies.
U: There are no etymologies or many of those given are no longer accepted.

7. SYLLABIFICATION, STRESS, AND PRONUNCIATION

E: The orthographic division of syllables is marked as well as the phonetic stress and sound, the latter by use of the International Phonetic Alphabet.

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[8] Based on a work paper by Nelson Brooks of Yale Univ.

[9] Based on a work paper by David Weinstein of Hebrew Teachers College (Brookline, Mass.) and the Harvard Graduate School of Education.

[10] Circularity in definitions is produced by using only words from the same family or synonyms to define each member of the group so that the reader who does not know any of the terms can never discover the meaning of any of them. E.g., Circle: that which is circular; Circular: having the quality of a circle.

A: The systems for indicating syllabification, stress, and pronunciation are easily learned, although the IPA is not used.

U: Syllabification, stress, and pronunciation are not indicated or are difficult to decipher.

8. TYPE

E: Even the smallest type is large and clear enough to be easily read and the main entries are quickly located.

A: Some type is a little difficult to read but the entries are easily located.

U: The type does not distinguish the various parts of the entries or it is in general difficult to read.

9. PAPER AND BINDING

E: The dictionary is not heavy for its size, the print does not show through, and the paper and binding withstand heavy use.

A: The print does not show through and the book is durable

U: The paper is too thin or the paper and binding are delicate.

DISCS & TAPES[11]

BASIC CRITERIA FOR ALL RECORDINGS (except Songs)

1. CONTENT APPROPRIATE TO GRADE LEVEL

EA: The content (subject and its treatment) is appropriate to the abilities and interests of the age group to which the item has been assigned by the evaluator on the basis of the language in the recording.

U: The content is appropriate for a decidedly different age group from the one for which the language is appropriate.

2. & 3. LANGUAGE FOR LISTENING OR FOR IMITATION

Note: In the presentation of language for learning, we distinguish between language for listening and language for imitation. Recorded language "for listening" helps a non-native to develop the ability to understand easily when addressed by a native speaker of the language. Recorded language for imitation, on the other hand, while it may help to develop listening skills, has a quite different main purpose: it serves as a model for the student's own oral production. Recorded materials rated as excellent are planned and executed with the primary aim of each passage, each drill, clearly in mind. The result is that language for listening and language for imitation are never confused, and one is never used in a place where the other is appropriate.

2. LANGUAGE FOR LISTENING (not for imitation)

EA: (a) The language for listening is linguistically and culturally authentic in every respect: it has normal pace, intonation, and pauses, and it corresponds to the situation and age of the speaker. At Levels I and II it never departs from speech accepted as standard[12] in all parts of the culture. At Level III and above, a few regional or class variations are admissible. (b) There is no recorded English equivalent or translation.

U: The material does not meet these standards.

3. LANGUAGE FOR IMITATION

E: (a) At all levels it is language in focus: precise, careful, and clear, yet in all respects, including pace, intonation, and pauses, it is close to native speech accepted as standard.[12] (b) The material has silent spaces for student imitation or response. (c) Immediately after the silent space, in a response drill, the correct response is recorded to provide immediate confirmation (reinforcement) of a correct response or correction of a wrong one. (d) There is no recorded English equivalent or translation, except in an occasional drill where cues are given in English. (e) The pace, accent, intonation, and junctures of the full utterances are preserved in the partial utterances.

A: No compromise is acceptable for (a)-(d) but in (e) it is also acceptable that the partials have a consistently neutral intonation[13] allowing the student to concentrate on other elements of pronunciation.

U: The material does not meet the A standards.

4. VOICES

E: (a) All voices are crystal clear, giving the impression of a face-to-face encounter when played on a good machine at normal volume. (b) They are leveled: none having greater or less volume than the others. (c) They are phonogenic: pleasing and natural, showing no haste, irritation, fatigue, boredom, forced gaiety, or forced friendliness, nor too obvious an intent to teach. Female voices are not disagreeably shrill. (d) They are appropriate to the situation and characters portrayed. (e) They are varied: of both sexes, and differing in timbre if of the same sex. However, a single voice, of excellent quality and contriving to remain attractive and interesting at all times, is acceptable in single narrative items not exceeding 30 minutes in length.

A: No compromise is acceptable on (a) or (b). In (c)-(e) some deviation from the excellent standard is acceptable.

U: The material does not meet the A standards.

5. AUDIO CHARACTERISTICS: DISC & TAPE

Note: If the recorded materials are to be used primarily in a language laboratory or other installation using headphones, good quality headphones should be used to evaluate audio characteristics. Materials acceptable when heard over a loudspeaker may not be acceptable when headphones are used.

E: (a) Studio noises (clicks, coughs, lip noises, etc.) are completely eliminated. However, this does not apply to occasional unobtrusive realistic background noises or effects in recordings made for listening only. (b) When the material is played on a good machine such as an Ampex tape playback, the unvoiced consonant sounds, in particular *sh, s, f, th,* are clearly distinguishable one from another. (c) Disc surface noise or tape hiss is barely audible when the material is played on a good machine at normal volume. (d) Dead silence (spliced-in dead or virgin tape) is not substituted for room noise in silent spaces. (Dead silence is acceptable as a marker between sections of the material.) (e) Groove echo or print-thru is absent or at worst very faint when the volume is turned up in silent spaces. (f) No variation in recorded volume is present on the disc or tape so that it is not necessary to adjust the volume on the playback periodically.

A: No compromise is acceptable for (a) or (b). In (c)-(f) some slight deviation is acceptable.

U: The material does not meet the A standards.

6a. PHYSICAL CHARACTERISTICS: DISCS

E: (a) The surface is free of broken grooves, pinholes, cracks, and other imperfections. (b) The maximum length of recorded time (to assure maximum durability and minimum groove echo) on discs of various diameters is as follows (the figures include time for band separations): for 33⅓ rpm. 7 in. 7 min., 10 in. 15 min., 12 in. 22 min.; for 45 rpm. 7 in. 5 min. (c) For use by the teacher or at the lab console, no maximum diameter is set. For student use, the diameter is small (7 or 10 in.). The smaller discs are easier to handle and cost less to replace if damaged or broken. (d) The label has large, clear type for side and band identification as well as for the title. (e) The space between bands is wide enough (about 1/16 inch) to facilitate finding the band desired and placing the needle on it. (f) The center is raised to protect the playing surfaces of the discs when stacked. (g) The disc is flexible, indicating resistance to breakage.

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[11] Based on a work paper by Frederick D. Eddy of Georgetown Univ. and Filomena C. Peloro of the Hackensack (N.J.) Public Schools.

[12] Standard: the normal, unaffected speech of cultivated, educated natives that shows no conspicuous regional or class characteristics.

[13] Neutral intonation: a relatively flat intonation contour: no marked rising or falling of the tone.

A: No compromise is acceptable for (a) or (b). In (c)-(g) some deviation is acceptable.

U: The material does not meet the A standards.

6b. PHYSICAL CHARACTERISTICS: TAPES

E: (a) Tapes played at the slower speeds (3¾ or 1⅞ ips.) generally do not equal the audio performance of tapes played at 7½ ips. A slower-speed tape should be listened to very carefully or tested electronically to determine whether it equals or very nearly equals the audio performance of a tape played at 7½ ips. on the same machine. (b) Tape reels are not completely filled. At least ¼ in. is left between the tape and the outside edge of the reel. (Full reels often cause threading difficulties.) (c) The tape is flexible enough not to crack when bent double and the magnetic coating is uniform (no bare or thin spots). (d) The recording is full-track. (e) A small reel (5 in.) is best for language study to facilitate locating the material desired, particularly for individual student use. (f) Printed and spoken identification is simple, clear, and complete. Essentials are: title of the material, including the name of the language (*Beginning French*), and reel number if there is more than one reel. All of this appears on the box, on a light-colored tape leader, and on the reel. It is spoken in English at the beginning of each tape. The end of each tape is signaled by an appropriate announcement. Sections of the tape are identified by an appropriate announcement, or by leader tape or a silent space of several seconds duration.

A: No compromise is acceptable for (a)-(c). In (d) a two-track recording is acceptable; in (e) a 7-in. reel is acceptable; in (f) a detail or two can be missing.

U: The material does not meet the A standards.

7. RECORDED INSTRUCTIONS TO STUDENTS

E: Before the students work with recorded material in the school or at home, the teacher should present the material and conduct a practice session. Therefore: (a) All recorded instructions are as brief as possible, ideally single-word commands. (b) They are in the FL, except that there may be a brief English equivalent of a particular instruction in the FL the first time or two it appears.

A: Brief recorded instructions in English (not both languages) are acceptable.

U: The instructions are long or complicated. They interlard English and the FL.

8. PRINTED TEXT TO ACCOMPANY MATERIAL

E: (a) For the teacher, there is at least one complete text of the recorded material. (b) At appropriate points in the teacher's and student's texts—preferably in the margin—the corresponding recorded material is identified: reel number and section or disc side and band.

A: No compromise is acceptable for (a).

U: The material does not meet the A standards.

ADDITIONAL CRITERIA: RECORDINGS FOR SPECIAL PURPOSES

CULTURAL (Level III–)

Items that take an important step beyond language study by giving the student an authentic experience in depth with the foreign culture. Some are accompanied by filmstrips or slides; some are on the sound track of carefully chosen and edited moving pictures. If such experiences are to be authentic, they require a certain audio-lingual competence; up through Level II the student's cultural experiences have been an integral part of his language study. Although the basic language skill involved is listening, the materials may have short exercises in speaking practice, and may be accompanied by printed scripts for student reading practice. Examples: a recorded dialogue or narrative about school life in the foreign country; a newsreel with a specially prepared foreign language sound track, with or without corresponding tapes or discs.

Note: For 1–8 see Basic Criteria.

9. CONTENT

EA: Usually designed or edited for use above Level II, the material (through dialogue or narrative, or both) gives the student the opportunity to participate in an authentic, interesting, and important manifestation of the language and culture as a supplement to the regular course work.

U: The material does not meet these standards.

DISCS & TAPES: LANGUAGE

Note: For 1–8 see Basic Criteria

9. LISTENING AND SPEAKING PRACTICE (for material comprising a full course)

EA: The material provides listening and speaking practice, both of the quality described in Basic Criteria 2 and 3.

U: Such material provides only listening practice, or only speaking practice, or a poor balance between the two.

10. DELAYED REFERENCE TO THE WRITTEN LANGUAGE (in beginning courses)

E: To use the recorded material the beginner is never asked to refer to the printed word.

A: He is required only occasionally to refer to the printed word.

U: He is obliged to refer constantly to the printed word.

11. PRONUNCIATION DRILLS (if present)

EA: They concentrate on: (a) sounds especially difficult for native speakers of English and (b) contrasts within the foreign language which have no counterpart in English: *du* and *doux*, *Wahn* and *wann*, *mesas* and *meses*. (c) Individual sounds are drilled in isolation less than they are drilled in context.

U: The material does not meet these standards.

12. DRILL MATERIAL

E: (a) It contributes to an early oral mastery of structures of high frequency, concentrating on those which create special difficulties for speakers of English, followed by those of lower frequency, and uses oral pattern practice and analogy. (b) The principle of small increment (see 14, b, ii, below) is carefully observed.

A: There is occasional compromise with these principles.

U: The material shows little or no consideration for these principles.

13. VOCABULARY (for Level I)

E: Especially in the early weeks or months of the course, vocabulary, like everything else, is kept under careful control. The number of words is just sufficient to permit cumulative substitution in previously learned patterns. The choice of vocabulary depends on the situations presented in the basic material and on the structures drilled. There are no recorded lists of words.

A: Some words are introduced that are not necessary to the situation and structure presented.

U: Many unnecessary words are introduced. There are recorded lists of words.

14. FORMAT

E: (a) The sequence in the presentation of basic material to be overlearned[2] is (i) for listening (no spaces); (ii) for learning (by partials and full utterances, with spaces); (iii) for fluency (by full utterances, with spaces). (b) Small increment: (i) Basic material (such as a line of dialogue) is presented both as a whole and by partials so that the student can master it by easy stages and yet make progress. (ii) Drills eliciting student response require the student to make only one new structural change at a time; manipulation of two or more structural changes in the same response is always preceded by drills which provide mastery of each change separately. (c) Average length of the selections to be overlearned (dialogue or narrative) is 12 utterances or sentences for grades 7–9 and 16 for grades 10–12. The selection is broken into quarters, thirds, or halves (3 to 8 utterances in each segment) for effective presentation and practice. (d) Average length of full utterance or sentence in basic material to be overlearned: 8 syllables (1st 8 weeks), 10 syllables (2nd 8 weeks), 12 syllables thereafter. (e) Length of a partial utterance or sentence in basic material to be over-learned is about 5 syllables when new material is being presented. Example: "Robert, / please open the window / next to you." (f) The length of a repeat or response space is enough to allow the student to make the utterance at the same speed as the model voice, plus about a one second margin for utterances up to 6 syllables. For longer utterances, the margin increases proportionately. Example: The margin would be 1½ to 2 seconds for an utterance of 12 syllables. Note: Seconds can be estimated as follows: A few utterances of the material are timed to determine about how many syllables per second are being produced on an average. If, for example, this figure is three syllables per second, then a one-second margin in a repeat space is simply the time needed to utter three syllables. For the sentence "He's leaving with me" the entire repeat space is long enough to say the sentence through once, plus "He's leaving." (g) All recorded apparatus for identification and explanation is concise: no numbering of items in a drill or of sentences in basic material, no lengthy explanations of any kind. The language to be practiced occupies almost all the recording. (h) Timing between sections and items. A careful balance is maintained between a hurried pace that frustrates the student and a deliberateness that puts him to sleep; there are no long pauses (except as separators between sections of the tape) nor any short pauses in a sentence or drill that the student can mistake for a space in which he tries to repeat or respond.

A: No compromise is acceptable in (a), (b), or (h). In (g) some deviation is acceptable. In (c)-(f), where average measurements are given, a deviation of up to 25% is acceptable.

U: The material does not meet the A standards.

15. PRINTED INSTRUCTIONS FOR THE TEACHER

E: The material has adequate instructions on (a) preparatory explanation and ground rules for the class, including specific directions for the use of recorded materials. (b) presentation of the material to the class. (c) techniques for overlearning the basic material (dialogue or narrative). (d) techniques for drilling structure and vocabulary. (e) techniques for checking in class the home and laboratory work done with the recorded materials. (f) techniques and suggested plans providing for the re-entry into class work at frequent intervals of previously learned items. (g) techniques of audio-lingual review and testing. (h) instructions for procedure with a particular unit, even for a particular item in a unit, whenever the material demands it.

A: No compromise is acceptable for (a)-(d). The others may be partially covered or omitted.

U: The material does not meet the A standards.

DISCS & TAPES: LITERARY

Use Basic Criteria 2, 4, 5, 6, and 8, renumbered 1 through 5. In view of the artistic and other special characteristics of the language and voices found in literary presentations, the Basic Criteria can be modified according to the evaluator's best linguistic, literary, and aesthetic judgment.

1. LANGUAGE FOR LISTENING
2. VOICES
3. AUDIO CHARACTERISTICS
4a. PHYSICAL CHARACTERISTICS: DISCS
4b. PHYSICAL CHARACTERISTICS: TAPES
5. PRINTED TEXT TO ACCOMPANY MATERIAL
6. CONTENT

E: (a) The materials consist of recordings of the best in literature: plays, poems, short stories, and other prose. (b) In their content and presentation they make the most of dramatic and emotional appeal. (c) They are produced by the finest native talent available (example: a play by Molière recorded by the Comédie Française).

A: The material satisfies two of the three criteria.

U: The material does not meet the A standards.

DISCS & TAPES: SONGS

There is no lack of recorded songs, and many of them are very good for listening. But only a very small fraction of this material is suitable for learning purposes. We must have more songs recorded and presented for student participation and learning.

The audio and physical characteristics should not disqualify a recording otherwise meeting all of the criteria below, but any serious failings in these two areas should be noted in the evaluation for the guidance of prospective purchasers.

1. SONGS FOR IMITATION

E: (a) Words and music correspond to the interests and abilities of the students: in Grade 3, no love songs; in Grade 11, no nursery rhymes. (b) Words, music, and interpretation are authentic, existing in the foreign culture. (c) Songs are recorded by artists having a native or near-native pronunciation. (d) The recording provides a voice singing in a key within the student's singing range. (e) It also provides an instrumental accompaniment for student singing in the same key as the one the recorded singer uses.

A: The material satisfies all but (e).

U: The material fails to satisfy criterion (e) and one other.

2. SONGS FOR LISTENING

EA: See the first three criteria under 1 above.

U: The material does not meet these standards.

3, 4, and 5 refer only to Songs for Imitation; 6 refers to both types of song.

3. RECORDED INSTRUCTIONS TO STUDENTS (Songs for Imitation)

E: Before the students practice with the recorded material, the teacher should present the song and conduct a practice session. Therefore, all recorded instructions are as brief as possible, ideally a single-word command, given in the foreign language without translation.

A: Brief explanations of procedure, given in English, are acceptable.

U: The recorded instructions are unnecessarily long or they interlard English and the foreign language.

4. SMALL INCREMENT (Songs for Imitation)

EA: The material presents a line to be practiced both as a whole and by partials so that the student can master it by small increments and yet keep moving constantly ahead in a satisfactory way.

U: The material does not meet this standard.

5. LENGTH OF SILENT SPACES FOR REPETITION (Songs for Imitation)

E: A repeat space must be long enough to allow one to make the utterance or sing the phrase at the same speed as the model voice, plus about 1 second.

A: A deviation of up to 25% from the figure given is acceptable.

U: The material does not meet the A standard.

6. PRINTED TEXT TO ACCOMPANY MATERIAL (for both Imitation and Listening)

E: (a) For the teacher, there is at least one complete text of the recorded material and musical notation at least of the melody. (b) At appropriate points in the teacher's and student's texts (preferably in the margin) the corresponding recorded material is identified: reel number and section or disc side and band.

A: No compromise is acceptable for (a).

U: The material does not meet the A standard.

ELEMENTARY READERS

Children's books and readers either written or simplified for Levels I and II which are not works of literature.

1. CONTENT

E: The book is psychologically appropriate to the age level for which it is intended and has literary merit or offers cultural insight.

A: It is psychologically appropriate to the age level for which it is intended and interests the students.

U: It is psychologically inappropriate, or it is dull.

2. LANGUAGE

EA: The choice of words and the complexity of sentence structure are appropriate to the language proficiency of the intended readers, and the language is authentic.

U: The words and sentence structures are in general too difficult or too simple for the intended readers, or the language is artificial.

3. NOTES AND END-VOCABULARY

EA: (a) Notes give the student the needed linguistic help and literary and cultural references. (b) There is a complete end-vocabulary of the foreign phrases, idioms, and words used in the book.

U: There are no notes or lexical aids, or those offered are incomplete, or notes or glossary in English are inserted in the text or margins (thus interlarding the two languages).

4. EXERCISES

E: The exercises derive from the text in a planned sequence of difficulty. They give the student some practice in speaking and writing but keep the main stress on reading comprehension.

A: The exercises are varied but unselected, some good, some bad.

U: The exercises have little to do with the reading text and take no account of the degree of linguistic competence of the student.

5. APPEARANCE

EA: (a) The text is easily legible. (b) The illustrations are attractive and relevant.

U: (a) The text is poorly printed. (b) The illustrations are unattractive or inappropriate.

FILMS[14]: DRAMATIC & DOCUMENTARY

Only films with an FL sound track will be evaluated.

1. LANGUAGE OF THE DIALOGUE

E: The dialogue was originally recorded in the FL and is appropriate in tone to its intended audience.

A: It has been dubbed in the FL but is appropriate in tone and correlated to the gestures.

U: It is in English or the FL dialogue is decidedly inappropriate.

2. VOCABULARY

E: The vocabulary is in general use, not regional or too technical, and is within the viewers' vocabulary. (Special vocabulary is allowed in a film for advanced students, Level IV-VI.)

A: It is in general use and only a few items need to be explained before the film is shown.

U: It requires much prior explanation.

3. ACCENT AND PACE

E: The pace is normal for a native film and the pronunciation is standard, showing no regional peculiarities. (Regional language may be allowed and even useful for Levels IV–VI.)

A: Only a very few regionalisms appear and the pace is only slightly slower than normal.

U: The speech is definitely regional (except for Levels IV–VI), it is unnatural, or it is comprehensible only with great difficulty.

4. VOICE QUALITY

EA: The voices are pleasing, varied, natural in expression, and appropriate to the situation.

U: The voices are forced, monotonous, unnatural, or inappropriate.

5. TECHNICAL QUALITY OF THE RECORDING

E: The recording is always clear, devoid of extraneous sound, and of even volume.

A: There are only occasional and slight deviations from the standards above.

U: The voices are not clear, or there is extraneous noise that interferes with listening, or the volume is uneven.

6. CONTENT

EA: It stimulates thought at a level which the students can discuss in the FL and it gives them an insight into part of the foreign culture.

U: It stimulates little thought or thought of such complexity that the viewers can discuss it very little in the FL, or it gives a distorted view of the foreign culture.

7. SCOPE

EA: The film is an impressive, rounded, meaningful treatment of a well-chosen subject.

U: The scope is too great to be treated or too narrow to be significant or the purpose of the film is hazy.

8. VISUAL QUALITY

E: The images are artistic and imaginative, and they instantly evoke the idea intended.

A: They are attractive and appropriate.

U: They are unattractive, inappropriate, or confusing.

9. RUNNING TIME (for use in class, not for feature films)

E: The film is no more than 20 minutes long.

A: It is 20 to 30 minutes long.

U: It is over 30 minutes long.

10. AUXILIARY AIDS (for films to be shown in class, not for feature films)

E: There is a complete script, a study guide with exercises appropriate to the students' language proficiency level, and a teacher's guide with a summary of the film and suggestions for pre- and post-showing class activity in line with recommended teaching methods.

A: There is a teacher's guide containing a summary of the film, a vocabulary list, and suggestions for pre- and post-showing class activity in line with recommended teaching methods.

U: There is no script or summary, or the teacher's guide offered is inadequate, or it suggests activities which are not recommended.

FILMS: LANGUAGE

Films for language study should be evaluated according to the Basic Criteria for Discs and Tapes 1, 2, 4, and 8, Discs and Tapes-Language Study 11, 12, 13, and 15, and, in addition, according to 5, 8, and 9 from Films, Dramatic and Documentary.

The sequence of criteria is as follows:

From Discs and Tapes: Basic Criteria and Language Study
1. CONTENT APPROPRIATE TO GRADE LEVEL
2. LANGUAGE FOR LISTENING
3. STRUCTURE
4. VOCABULARY: for Level I
5. VOICES
6. PRONUNCIATION DRILLS: if present
7. PRINTED TEXT TO ACCOMPANY MATERIAL
8. PRINTED INSTRUCTIONS FOR THE TEACHER

From Films: Dramatic & Documentary
9. TECHNICAL QUALITY OF THE RECORDING
10. VISUAL QUALITY
11. RUNNING TIME: for classroom films

FILMSTRIPS & SLIDES[15]

Filmstrips and slides are evaluated only if they are accompanied by recordings made for the language class.

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[14] Based on a work paper by Marian Templeton of the Garden City (N.Y.) High School, editor of film evaluations for *Hispania*.

[15] Based on a work paper by Elvira Adorno of John Adams High School, Ozone Park, N.Y.

1. VISUAL QUALITY

E: The images are artistic, imaginative, and instantly evoke the idea intended.

A: The images are attractive and appropriate.

U: The images are unattractive, or inappropriate, or confusing.

2. TECHNICAL QUALITY

E: The pictures are sharp, balanced in exposure, and true in color (if not black and white).

A: A few frames are not up to this standard.

U: A number of frames are fuzzy, distorted, or untrue in color.

INTEGRATED PROGRAMS

Audio-visual materials including films or filmstrips, recordings, and printed matter in a set are evaluated in accordance with the criteria for each type of material. The category is indicated in parentheses before each series of "1A, 2E. . . ."

LINGUISTICS[16]

1. ORIENTATION

EA: The book presents the new concepts of language that scientific analysis has elaborated.

U: It presents concepts now incomplete or obsolete, or the underlying linguistic principles are not made clear.

2. SCOPE

E: (a) The book presents a general linguistic analysis and also shows the application of principles to one or more given languages. (b) It concerns itself with writing as well as speech. (c) It deals primarily with contemporary language, touching on historical analysis only enough to put the contemporary in proper perspective.

A: It is concerned only with general linguistic analysis, or only with speech. It may deal at some length with historical analysis, provided that the presentation of the contemporary is not slighted or confused.

U: It does not meet the A standards.

3. RELEVANCE TO LANGUAGE TEACHING

E: The book was written specifically for the FL teacher to aid in solving the problems of language teaching and learning.

A: It was not written specifically for the FL teacher but it has distinct relevance to language teaching.

U: The book is too technical, or it has little relevance to language teaching.

4. CLARITY

EA: The text is organized and worded so as to make the new concepts it proposes readily available to the user who is not a specialist in linguistics.

U: The wording is so recondite that most FL teachers would find the book difficult to understand, or the presentation is too diffuse to make the underlying principles clear to the average FL teacher.

LITERARY TEXTS[17]

Literary texts are evaluated only if they have been produced for student use in the United States or abroad. Teachers may, of course, use other texts appropriate to the student's age and proficiency, but it is not feasible to evaluate such books here.

1. LITERARY OR CULTURAL QUALITY

E: It is an outstanding work of literature.

A: It is worth reading as literature or for its insights into the foreign culture.

U: It has neither literary nor cultural merit.

2. EDITORIAL TREATMENT

E: Its introduction, addressed to the student, tells him what he needs to know to appreciate the text. The text is intact, or the abridgement and simplification are of minor degree, and the reader is told to what extent the text has been changed.

A: The introduction, addressed to the reader and to the teacher, gives more information than the former can digest. There is no clear indication of the degree of textual revision, but changes are minor.

U: The text is drastically abridged or simplified.

3. NOTES AND END-VOCABULARY

EA: The notes and the end-vocabulary are mainly in the FL and entries in both parts give the student the needed linguistic help and literary and cultural references.

U: There are footnotes or sidenotes that constantly juxtapose English and the FL, or the entries do not answer the students' needs.

4. APPEARANCE

EA: (a) The test is easily legible. (b) The illustrations are attractive and relevant.

U: (a) The text is poorly printed. (b) The aesthetic quality of the illustrations falls far below that of the text.

MAPS[18]

1. VISUAL QUALITY

E: The maps are in color and, if wall maps, they are large enough so that areas can be seen from the students' positions.

A: The maps are clear and as large as above, but are not in color.

U: The areas of wall maps are too small or too indistinct to be seen from the students' positions.

2. LABELS

EA: Labels are in the FL and easily legible.

U: Labels are in English or illegible.

3. UP-TO-DATENESS (for political maps)

EA: Current boundaries and political status are shown.

U: Boundaries and political status shown changed more than a year ago.

4. DURABILITY

EA: The paper and ink will withstand school use for five or more years.

U: The paper or ink will not meet this standard.

PERIODICALS: FOR THE TEACHER[19]

1. QUALITY OF ARTICLES

E: They are eminently worth reading for content.

A: Most of them are important and interesting.

U: They are trivial or vulgar.

2. QUALITY OF LANGUAGE

EA: The style has literary merit, is intelligent, and is current.

U: The style in many articles is faulty or the FL has been corrupted by English.

3. APPEARANCE

E: It is well-printed with clear type on good quality paper; illustrations are artistic and interesting.

A: The print is easily legible; illustrations are attractive and relevant.

U: It is badly printed and poorly laid out.

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[16] Based on a work paper by Nelson Brooks of Yale Univ.

[17] Based on a work paper by Raymond S. Sayers, The City College of New York.

[18] Based on a work paper by Manuel H. Guerra, Alameda SC, Hayward, Calif.

[19] Based on a work paper by Karl-Heinz Planitz, Wabash College, Crawfordsville, Ind.

4. DISTRIBUTION OF TOPICS

E: The countries or languages covered are represented in proper proportion and there is a good range of points of view.

A: No areas supposedly covered are greatly neglected and there is some range of points of view.

U: The periodical has a single strong political or aesthetic bias.

5. PROFESSIONAL INFORMATION *(For a pedagogical periodical)*

EA: Some of the articles discuss new developments in the field; there is reliable reporting of professional meetings and events; there are good reviews of all important new textbooks and teaching aids; and advertising promotes items truly useful to teachers.

U: Professional news and developments are reported meagerly or unreliably; reviews are sporadic or unreliable.

PERIODICALS: FOR THE STUDENT[19]

FL editions of American magazines are excluded because they generally reflect only American cultural attitudes.

1. HUMAN INTEREST

E: The articles appeal to the students' interest without becoming sentimental or sensational.

A: Most of the articles are appealing.

U: The articles generally have little human interest or they are sensational.

2. CULTURAL CONTENT

E: The articles present the foreign culture faithfully to adolescents and help to give them good insight into the culture.

A: They generally present a true picture of the foreign culture with some breadth and interest.

U: The cultural content is mainly American or is otherwise unfaithful to the foreign culture or unsuitable to adolescents.

3. INTELLECTUAL CONTENT

E: The ideas presented are stimulating even to the brighter students and they relate to other fields of study.

A: With rare exceptions, the intellectual level is appropriate to the age level.

U: The ideas expressed are either childish and trivial or too difficult for the intended age level.

4. EXERCISES (if present)

EA: (a) The exercises are in the FL only. (b) They derive from the content of the periodical and emphasize important points. (c) They are appropriate to the language proficiency of the students.

U: (a) The exercises contain sentences with the two languages intermingled. (b) They are not related to the articles, or they pick out unimportant details. (c) They do not correspond to the language proficiency of the students.

5. APPEARANCE

E: The type and paper make reading easy and there are interesting, appropriate, and artistic illustrations. (Illustrations are desirable at least until the students are mature and proficient enough to begin to read periodicals for adults.)

A: The type is legible and there are significant illustrations.

U: The print is difficult to read and the illustrations are unappealing or insignificant; or there are no illustrations.

PICTURES & WALL CHARTS[20]

Sets of pictures or wall charts will be evaluated only if they accompany language programs.

1. SUBJECTS

E: They are an integral part of the language program.

A: They illustrate vocabulary and structures that have been covered in the course and are appropriate to the age level.

U: They present the students with situations they have not learned to describe, are inappropriate to the age level, or present a series of unrelated objects.

2. VISUAL QUALITY

E: The drawing is clear, artistic, and in color.

A: The drawing is clear and attractive, but not in color.

U: The drawing is unclear or unattractive.

3. SIZE

E. The details of the scene are large enough to be seen easily by the class.

A: The major features of the scene are large enough to be seen by each pupil.

U: Even major details of the scene are too small or indistinct to be seen by all of the class.

REFERENCE GRAMMARS[21]

They should treat the whole spectrum of language usage "from sound to sentence." There should be a complete description of the grammar of the sound system, without reference to the written language. In addition, there should be sections on morphology and syntax that deal with the written language. Such grammars should be predicated upon the traditional approach of philology and the newer point of view of descriptive linguistics. Any type of reference grammar should be evaluated in regard to the following aspects:

1. ORGANIZATION OF THE MATERIAL
2. DEPENDABILITY AND CLARITY OF THE STATEMENTS MADE
3. AUTHENTIC ILLUSTRATIVE EXAMPLES
4. INDEX
5. LAYOUT

REVIEW GRAMMARS[22]

A review grammar should be a systematic summary of structures already familiar, with a deeper penetration into known areas, resulting in a comprehensive survey of all structures frequently used. All the classes and patterns of language, from simple sound clusters through words, phrases, and utterances to complete sentences, should be systematically discussed. Rules should be given that summarize typical patterns of form and function and should be phrased for easy retention by the student.

1. ORIENTATION

EA: The grammar clearly states what knowledge is assumed on the part of the learner and indicates the direction in which this is to be augmented.

U: The grammar is a basic text in disguise for it does not distinguish between treatment of what is assumed to be known and what is to be learned.

2. SCOPE

E: (a) The book reviews the grammar of the spoken language as well as that of the written language. (b) It is concerned with completeness of presentation of all forms likely to be of use to the intermediate student.

A: (a) The book reviews only speech or only writing and states this specialization prominently. (b) It is concerned with completeness of presentation, but only for speech or for writing.

U: (a) The grammar purports to be complete but ignores the grammar of either speech or writing, or it confuses the two grammars. (b) It attempts to be as complete as a reference grammar.

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[20] Based on a work paper by Manuel H. Guerra, Alameda SC, Hayward, Calif.

[21] Based on a work paper by Nelson Brooks of Yale Univ.

[22] Based on a work paper by Nelson Brooks of Yale Univ.

3. GRAMMAR OF THE WRITTEN LANGUAGE

EA: The book explains both the grammar of form (inflections) and the grammar of syntax.

U: The book does not recognize that form presents one type of learning problem and the syntax of an utterance presents another.

4. GRAMMAR OF THE SPOKEN LANGUAGE (if included)

EA: (a) The grammar reviews especially those features of spoken language that present particular difficulty to one whose native language is English. (b) A consistent graphical representation of pronunciation and intonation patterns is used.

U: (a) The grammar attempts to give, without adequate discrimination, a complete account of the phenomena of the spoken language, or the points selected for discussion are not of high frequency or of special use to the English-speaking student. (b) The graphical representation of sounds is inconsistent, or misleading comparisons with English sounds are given.

5. STRUCTURES

EA: The structures exemplified and discussed are of relatively high frequency, and primary concern is with those that differ from structures of English.

U. The grammar tries to account for all the usages that may occur in the FL without regard for frequency, or it unduly stresses irregular or unusual forms and structures.

6. MANNER OF PRESENTATION

EA: (a) Rules are briefly expressed in simple language, even if scientific accuracy must occasionally be sacrificed. (b) Structures are made clear by the use of examples drawn from the FL and are not presented as translations from English. Such examples may afterwards be restated in English to make their meaning clear.

U: (a) The rules are stated in a difficult manner. (b) The rules are given without sufficient examples, or the examples suggest that the FL is attempting to express the structures and utterances of English. (For example, "To express 'some' or 'any' the French say. . . .")

7. ORGANIZATION

EA: The discussion is systematic.

U: The presentation of the grammatical review does not help the student to arrange the different problems systematically in his own mind.

8. EXAMPLES

E: (a) The rules are accompanied by many illustrative examples. (b) The examples are pertinent, of interest to the student, and of immediate value in his use of the FL.

A: (a) The rules are accompanied by sufficient illustrative examples. (b) The examples are pertinent and useful, but not especially interesting in content.

U: (a) The number of illustrative examples is insufficient. (b) The examples given contain faults in language or are extremely dull.

9. EXERCISES

EA: The exercises are in the FL only.

U: The exercises are restricted to groups of isolated English sentences to be translated into the FL or they contain sentences with the two languages intermingled.

10. END-VOCABULARY

EA: There is a complete list of the foreign phrases and words used in the book, with English equivalents.

U: No such lexicon is given, or the one given is not complete.

11. LAYOUT

EA: The type size and arrangement of the page reflect the relationships between the language models, drills, and explanations and their relative importance to the learner.

U: The layout does not reflect these relationships, or it is confusing to the reader.

SUPPLEMENTARY MATERIALS

Miscellaneous materials have been included when they were thought to be of interest to teachers, even though no criteria had been written for them.

TEACHERS COURSE GUIDES[23]

1. ADAPTATION TO THE LISTENING-SPEAKING-READING-WRITING PROGRESSION (for Level I)

E: The guide provides for an initial oral presentation.

A: It provides materials which can be adapted to an initial oral presentation.

U: It is not adaptable to an audio-lingual period.

2. PRESENTATION AND RE-ENTRY OF LANGUAGE PATTERNS

E: The guide presents the material in the form of sentence patterns (in use), provides for extension in the use of these, and provides for their re-entry.

A: It presents the greater part of the material in sentence patterns and makes some provision for their re-entry.

U: Most of the material consists of nouns to be learned, with a minimum number of sentence patterns.

3. AUTHENTICITY (OF THE FL) AND SELECTION OF STRUCTURES

E: The language is native, the sentence patterns are of high frequency, and the introduction of these follows the normal usage (rather than such artificial arrangements as all of the present tense first, past tense, future tense, etc.)

A: The language is near-native, the sentence patterns are needed frequently, and the introduction of these follows somewhat the normal usage.

U: The language is awkward, the patterns will not be needed in other situations, and only one or two tenses are used.

4. PROVISION FOR EVALUATION OF PROGRESS

E: The guide provides tests to determine the mastery of audio-lingual skills at regular intervals.

A: It provides sample questions to evaluate progress.

U: It provides no tests.

5. PSYCHOLOGICAL APPROPRIATENESS

E: The situations, language, and activities are interesting and suitable to the age group for which the guide has been written.

A: The material is adaptable to the age group for which the guide has been written.

U: The situations, language, and activities are not appropriate to the age group for which the guide has been written.

6. CULTURAL CONTENT

E: The dialogs, stories, and other activities are those typical of the foreign children.

A: Some of the situations and stories are typical of American rather than the foreign culture.

U: There is very little material related to the foreign culture.

7. PROVISION FOR CLASSROOM ACTIVITIES (in the Elementary School)

E: The guide provides a sufficient number of songs, games, and activities which reinforce the sentence patterns and phrases being learned.

A: The guide provides some songs, games, and activities which lend variety to the classroom procedures and reinforce some vocabulary.

U: The guide does not include any songs, games, or activities, or those included represent completely different material from that of the regular classwork.

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[23] Based on a work paper by Elizabeth Keesee, Specialist in FLs, USOE, Washington 25, D.C.

APPENDIX 2

List of Producers and Distributors

PART I - PRODUCERS

ALLEN George Allen & Unwin, Ltd., 40 Museum St., London W.C. 1, England

ALLYN Allyn and Bacon, Inc., 150 Tremont St., Boston, Mass. 02111

ALMQVIST Almqvist & Wiskell, Gebers Förlag Aktiebolag, 26, Gamla Brogatan, Stockholm C, Sweden

AM. BOOK American Book Company, 55 Fifth Avenue, New York, N.Y. 10003

ANGEL Angel Records See CAPITOL below

ASCHEHOUG H. Aschehoug and Company, Sehesteds Pl. 3, Oslo, Norway

BARNES & NOBLE Barnes & Noble, Inc., 105 Fifth Avenue, New York, N.Y. 10003

BCSLM Britannica Center for Studies in Learning and Motivation, Palo Alto, Calif.

BLAISDELL Blaisdell Publishing Company, 135 West 50 Street, New York, N.Y. 10020

BRANDON Brandon Films, Inc., 200 West 57 Street, New York, N.Y. 10019

BRANDSTETTER VERLAG Oscar Brandstetter Verlag, Stiftsstrasse 30, Wiesbaden, Germany

BRL Behavioral Research Laboratories, Ladera Professional Center, Box 577, Palo Alto, Calif.

BRUCE The Bruce Publishing Company, 400 North Broadway, Milwaukee, Wisc. 53201

CAEDMON Caedmon Records, Inc., 461 Eighth Avenue, New York, N.Y. 10001

CAMBRIDGE UNIV. Cambridge University Press, 32 East 57 Street, New York, N.Y. 10022

CAPITOL REC. Capitol Records Distributing Corporation:
1326 South Michigan Avenue, Chicago, Ill.
2360 Irving Boulevard, Dallas, Texas
3117 San Fernando Road, Los Angeles, Calif.
317 West 44 Street, New York, N.Y. 10036

CAPPELENS J. W. Cappelens, Förlag A/S, Kirkegaten 15, Oslo, Norwag

CHICAGO University of Chicago Press, 5750 Ellis Avenue, Chicago, Ill. 60637

COLUMBIA REC. Columbia Records, 799 Seventh Avenue, New York, N.Y. 10019

DOUBLEDAY Doubleday & Company, Inc. 277 Park Avenue, New York, N.Y. 10017

DOVER Dover Publications, Inc. 180 Varick Street, New York, N.Y. 10014

EBF Encyclopaedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Ill.

FAM Fam Book Service, 69 Fifth Avenue, Suite F, New York, N.Y. 10003

FOLKUNI Folkuniversitetets Förlag, Västmannag 48, Stockholm Va, Sweden

FOLKWAYS Folkways Records and Service Corporation, 165 West 46 Street, New York, N.Y. 10036

FOUR CONT. Four Continent Book Corporation, 156 Fifth Avenue, New York, N.Y. 10010

GER. NEWS German News Co., Inc. 200 East 86 Street, New York, N.Y.

GINN Ginn & Company, Statler Building, Back Bay, P.O. 191, Boston, Mass. 02117

HARCOURT Harcourt, Brace & World, Inc., 757 Third Avenue, New York, N.Y. 10017

HEATH D. C. Heath & Company, 285 Columbus Avenue, Boston, Mass. 02116

HIRT & SCHROEDEL Ferninand Hirt, Schauenburgerstrasse 36, Postfach 280, Kiel, Germany

HOLT Holt, Rinehart & Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017

HUEBER Max Hueber Verlag, Amalienstrasse 79, München 13, Germany

IFB International Film Bureau, 332 South Michigan Avenue, Chicago, Ill. 60604

JOLES Joles Products, Inc., 33 Union Square West, New York, N.Y. 10003

KESSLER Kesslers Verlag Für Sprachmethodik, Kantering 61, Margarethenhöhe bei
Koningswinter, Germany

LANGENSCHEIDT Langenscheidt Verlagsbuchhandlung KG, Berlin-Schöneberg, Germany

MACMILLAN The Macmillan Company, 60 Fifth Avenue, New York, N.Y. 10036

McGRAW McGraw-Hill Book Company, 330 West 42 Street, New York, N.Y. 10011

McKAY David McKay Company, Inc., 750 Third Avenue, New York, N.Y. 10019

MERRILL, J. James E. Merrill See OPERATION STETHOSCOPE

MILLS Mills Music, Inc., 1619 Broadway, New York, N.Y. 10019

MIT The M.I.T. Press, Kendall Square Building, Cambridge, Mass. 02142

MONITOR Monitor Records, 156 Fifth Avenue, New York, N.Y. 10010

MOSCOW State Publishing House of Foreign and National Dictionaries, Moscow, USSR

MURRAY John Murray, 50 Albermarle Street, London, W. 1, England

NORTON W. W. Norton & Company, Inc., 55 Fifth Avenue, New York, N.Y. 10003

NYBE Board of Education, New York City, Bureau of Curriculum Research, Junior and High School Division, 110 Livingston Street, Brooklyn, New York 11201

NYU New York University Press, 32 Washington Place, New York, N.Y. 10003

OPERATION STETHOSCOPE, Operation Sthetoscope, 7575 Ebersteinburg, Weierweg 5, Germany

OTTENHEIMER Ottenheimer Publishers, Inc., 99 Painters Mill Road, Owings Falls, Md. 21117

OXFORD Oxford University Press, Inc., 417 Fifth Avenue, New York, N.Y. 10016

PACKAGE Package Library of Foreign Children's Books, 119 Fifth Avenue, New York, N.Y. 10003

PATHESCOPE Pathescope Educational Films, Inc., 71 Weyman Avenue, New Rochelle, New York

PENN PRESS University of Pennsylvania Press, 3436 Walnut Street, Philadelphia, Penn. 19104

PRENTICE Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632

RANDOM Random House, Inc., 457 Madison Avenue, New York, N.Y. 10022

RAUSEN Rausen Publishers, 150 Varick Street, New York, N.Y. 10013

REGENTS Regents Publishing Company, Inc., 200 Park Avenue South, New York, N.Y. 10003

RLS Russian Language Specialties, Box 4546, Chicago, Ill.

SCHOLASTIC Scholastic Magazine and Services, 902 Sylvan Avenue, Englewood Cliffs, New Jersey

SCRIBNER Charles Scribner's Sons, 597 Fifth Avenue, New York, N.Y. 10017

SIKORSKI Hans Sikorski, Hamburg, Germany (See Distr. Mielke)

SOVIET Soviet Life, 1706 Eighteenth Street, N.W., Washington, D.C. 20009

SWEDISH INST. The Swedish Institute, Kungsgaten 42, Stockholm 3, Sweden

SVE Society for Visual Education, Inc. 1345 Diversey Parkway, Chicago, Ill. 60614

TANUM Johan Grundt Tanum Förlag, Kr. Augustsgt, 7A, Oslo, Norway

TELEFUNKEN (See Distr. London Records or Mielke)

UNESCO UNESCO Publications Center, 317 East 34 Street, New York, N.Y. 10016

VAN NOSTRAND D. Van Nostrand Company, Inc., 120 Alexander Street, Princteton, N.J. 08541

VEA Visual Education Association, Inc. 321 Hopeland Street, Dayton, Ohio 45408

VIKING The Viking Press, 625 Madison Avenue, New York, N. Y. 10022

WALCH J. Weston Walch, Box 1075, Portland, Maine

WILMAC Wilmac Recorders, 921 East Green Street, Pasadena, Calif.

APPENDIX 2

PART II - DISTRIBUTORS

Adler's Foreign Books, Inc., 110 West 47 Street, New York, N.Y. 10036
French, German, Spanish

Amity Book Shop, 564 Alter Street, Hazleton, Penn.
French, Russian, Spanish

Anundsen Book Center, Box 44, Decorah, Iowa
Danish, Norwegian

Barnes & Noble, Inc., 105 Fifth Avenue, New York, N.Y. 10003
All Languages

Books of the World, Roxbury Building, Sweet Springs, Missouri 65351
French, German, Spanish

The Book Store, 117 Mott Street, Corry, Penn.
French, German, Spanish

Bookworm, Inc., 493 Beacon Street, Boston, Mass.
French, German, Russian, Spanish

Brand's Bookstore, Inc., 1517 Third Avenue, New York, N.Y. 10028
German

Canoga Books, Inc., 7128 Owensmouth Avenue, Canoga Park, Calif.
All languages

Chilton Books, 525 Locust Street, Philadelphia, Penn. 19106
French, German

Contemporary Films, 267 West 25 Street, New York, N.Y. 10001
Rents films in French, German, Italian, Hebrew, Russian, and Swedish

Cross World Books and Periodicals, Inc., 333 South Wacker Drive, Chicago, Ill. 60606
Russian books, periodicals, filmstrips, records, and maps

Curriculum Materials Center, Language Department, 5128 Venice Boulevard, Los Angeles, Calif.
Audio-Visual aids in French, German, Hebrew, Italian, Portuguese, Russian, and Spanish

Dance Book Gallery, 348 West 56 Street, New York, N.Y. 10019
French, German, Hindi, Italian, Russian, Spanish

Denoyer-Geppert Company, 5235 Ravenswood Avenue, Chicago, Ill. 60640
Maps and atlases

Deutsche Buchhandlung-German Book Store, 4762 Melrose Avenue, Los Angeles, Calif.
German

Dolphin Service, Box 8927, Washington, D.C.
Albanian, Bulgarian, Czechoslovakian, Hungarian, Polish, Rumanian, Yugoslavian

Dufour Editions, Chester Springs, Penn.
French, German, Italian, Spanish

Educational Audio Visual, 29 Marble Avenue, Pleasantville, N.Y.
Distributes imported filmstrips, records, and booklets in French, German, Italian, Portuguese, and Spanish

Educational Services, 1730 Eye Street, NW., Washington, D.C.
Books, films, filmstrips, and records in all languages

Ellinor's Book & News Shop, 313 Brevard Avenue, Box 788, Cocoa, Florida
French, German, Italian, Russian, Spanish

European Publishers Representatives, 132 West 43 Street, New York, N.Y. 10036
Subscriptions for French, Italian, Polish, and Spanish periodicals

FAM Book Service, 69 Fifth Avenue, Suite F, New York, N.Y. 10003
Books and periodicals from Albania, Bulgaria, Czechoslovakia, Hungary, Poland, Rumania, and Yugoslavia

Films Classic Exchange, 1977 South Vermont Avenue, Los Angeles, Calif.
French, German, and Spanish

Thyra Fjellangers Bokhandel, 6005 Eighth Avenue, Brooklyn, N.Y.
Norwegian

Foreign Language Center, Ltd., 2128 Pennsylvania Avenue, NW, Washington, D.C.
All Languages

Foreign Publications Company, 1200 North Ashland Avenue, Chicago, Ill.
German, Polish, Russian, Ukrainian

Four Continent Book Corporation, 156 Fifth Avenue, New York, N.Y. 10010
Russian books, discs, periodicals, and pictures

German News Company, Inc., 200 East 86 Street, New York, N.Y. 10023
German books and periodicals

German Tourist Information Office, 500 Fifth Avenue, New York, N.Y. 10036
Brochures for travel in Germany

Goldsmith's Music Shop, 401 West 42 Street, New York, N.Y. 10036
Records in French, German, Italian, Russian, and Spanish

Paul Gottschalk, 21 Pearl Street, New York, N.Y. 10004
Periodicals in all languages

W. S. Heinman, Imported Books, 400 East 72 Street, New York, N.Y. 10021
All languages

Herder Book Center, 232 Madison Avenue, New York, N.Y. 10016
French, German, Italian, Portuguese, Spanish

Dr. Alexander Hertz, Bookseller, 77-05 41 Avenue, Jackson Heights, Long Island, New York
French, Polish, Russian, Ukrainian

House of Bremen, 218 East 86 Street, New York, N.Y. 10023
German discs, tapes, slides, and filmstrips

M. & M. Iaconi Book Imports for Children, 300 Pennsylvania Avenue, San Francisco, Calif.
All languages

Imported Publications and Products, 4 West 16 Street, New York, N.Y. 10011
Subscription agency for periodicals from USSR, Poland, East Germany, and West Germany

International Film Bureau, 332 South Michigan Avenue, Chicago, Ill. 60604
Feature and short films, in French, German, Italian, Spanish, and Swedish

Victor Kamkin Book Store, Inc., 2906 14 Street, NW, Washington, D.C.
Russian

Neil A. Kjos Music Company, Park Ridge, Ill.
Song books and records in French, German, and Spanish

Krock's & Brentano's, Inc., 29 South Wabash Avenue, Chicago, Ill.
All languages

Ksiegarnia Ludowa, 5347 Chene Street, Detroit, Michigan
Polish

London Records, 521 West 25 Street, New York, N.Y. 10001
Records and tapes in all languages

Lorraine Music Company, P.O. Box 4131, Long Island City, New York
French, German, and Spanish periodicals, records, and sheet music

David McKay Company, Inc., 750 Third Avenue, New York, N.Y. 10017
French, German, Italian, and Spanish books and records

Kurt B. Merlander, 626 North Valley Street, Burbank, Calif.
French, German, and Spanish

H. Mielke Company, 242 East 86 Street, New York, N.Y. 10023
German records and a limited number of German books.

Mills Music, Inc., 1619 Broadway, New York, N.Y. 10019
Song books and records in all languages

Moderne Deutsche Buchhandlung, 250 East 84 Street, New York, N.Y. 10028
German

Nordstjernan's Book Department, Box 505 C.S.A., New York, N.Y. 10003
Swedish books, periodicals, and records

A. J. Nystrom & Company, 3333 Elston Avenue, Chicago, Ill. 60618
Maps

Package Library of Foreign Children's Books, 119 Fifth Avenue, New York, N.Y. 10003
All languages

Paperback Center, 568 Main Street, Worcester, Mass.
French, German, Italian, Polish, Spanish, and Swedish

Joseph Plauzoles, 2286 Pelham Avenue, Los Angeles, Calif.
French, German, Italian, and Spanish books and magazine subscriptions

Polish American Book Company, 1136 Milwaukee Avenue, Chicago, Illinois
Polish

Polish Book Importing Company, 156 Fifth Avenue, New York, N.Y. 10010
Polish

Polish Publications, 2121 NE University Avenue, Minneapolis, Minnesota
Polish

Portland Book Company, Inc., 412 SW Third, Portland, Oregon
All languages

Rizzoli International Bookstore, 712 Fifth Avenue, New York, N.Y. 10019
Books and records in French, German, Italian, Spanish, etc.

Rogers Book Service, 268 West 23 Street, New York, N.Y. 10011
French, German, Russian, Spanish

Mary S. Rosenberg, 100 West 72 Street, New York, N.Y. 10023
French, German

Roy Publishers, 30 East 74 Street, New York, N.Y. 10021
Polish

Russian-American Book Agency (VEK), 602 West 130 Street, New York, N.Y. 10031
Russian

Russian Book & Art, 1415 Divisadero Street, San Francisco, Calif.
Russian

Russian Language Specialties, Box 4546, Chicago, Ill.
Russian books and discs

Russian National Book Store, 205 East 14 Street, New York, N.Y. 10003
Russian

G. Schirmer, Inc., 609 Fifth Avenue, New York, N.Y. 10017
Foreign language music material

Schoenhof's Foreign Books, Inc., 1280 Massachusetts Avenue, Cambridge, Mass. 02138
All languages. Subscriptions for all French, German, and Russian literary and scientific periodicals

Seabon Book Department, 54 East 54 Street, New York, N.Y. 10022
Scandinavian

Stechert-Hafner, Inc., 31 East 10 Street, New York, N.Y. 10003
Books and periodicals in all languages

Swedish National Travel Office, 630 Fifth Avenue, New York, N.Y. 10020
Lends Swedish documentary films

Three Arts Shop, 6501 Delmar Boulevard, St. Louis, Missouri
French, German, Russian, Spanish

Frederick Ungar Publishing Company, 131 East 23 Street, New York, N.Y. 10010
All languages

Universal Bookstore, 5458 North Fifth Street, Philadelphia, Penn.
German, Polish, Russian, Ukrainian

Wible Language Institute, Allentown, Penn.
Books, periodicals, audio-visual aids in all languages

Wittenborn & Company, 1018 Madison Avenue, New York, N.Y. 10021
French, German, Italian, Norwegian, Spanish